

EMPHASIS ON PROBLEM SOLVING IN A MARRIAGE AND
FAMILY RELATIONSHIP UNIT AT TWELFTH GRADE LEVEL

by

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TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION TO THE STUDY	1
Statement of the Problem	3
Procedure	4
The Situation	5
The Pupils in the Study	5
The High School	7
The Community	7
Definitions of Terms in this Study	8
Plan for the Remainder of the Report	9
II. REVIEW OF THE LITERATURE	10
Problem Solving	10
Values of Problem Solving	10
Steps in Problem Solving	12
Technics for Teaching for Problem Solving Skill	15
Implications for the Teacher	19
Needs of Pupils for Marriage and Family Living	22
Problems of Individuals in Today's Society	22
Developing Courses in Marriage and Family Living	30
III. THE EXPERIMENTAL UNIT	35
Objectives for the Unit	36
Lesson Problems for the Unit	39

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CHAPTER	PAGE
IV. TEACHING-LEARNING RESULTS	66
Marriage Situations Analysis Test	66
MSA Part I. Knowledge of Terms	69
MSA Part II. Recognition of Problems	73
MSA Part III. Discussion of Problems	76
MSA Part IV. Ability to Analyze Causes of Situations ...	81
MSA Part V. Pertinent Questions	82
Watson-Glaser Critical Thinking Appraisal	87
V. SUMMARY AND RECOMMENDATIONS	90
Summary	90
Statement of Problem	90
Procedure	91
Major Findings	92
Recommendations	93
BIBLIOGRAPHY	95
APPENDICES	98
Appendix A. Resources for Unit "When You Marry"	99
Appendix B. Marriage Situations Analysis Test	102
Appendix C. Pupil Data Sheet	123
Appendix D. Raw Scores on "Watson-Glaser Critical Thinking Appraisal Form AM	125

LIST OF TABLES

TABLE	PAGE
I. "Marriage Situations Analysis" - Raw Scores	68
II. "Marriage Situations Analysis" - Scores Converted to Percents	70
III. Test-Retest Success on Part I, Knowledge of Terms "Marriage Situations Analysis"	72
IV. Sources of Information Suggested by Pupils to Assist in Solving Problems	79
V. Raw Scores on "Watson-Glaser Critical Thinking Appraisal," Form AM	126

CHAPTER I

INTRODUCTION TO THE STUDY

Each person is faced with numerous problems during his life time. If a pupil can be taught to face her problems and come to suitable solutions she will probably enjoy a happier life. Williamson and Lyle reminded teachers of the importance of problem solving in classroom learning situations. They said:

The best way for a girl to learn to meet and solve the problems of everyday living is to meet them and solve them over and over again, with some wise person to guide her past serious pitfalls of poor judgment and ignorance.¹

Problem-solving experiences are important in learning and are important in pupil development.

In their studies Wellington and Wellington found much evidence supporting the importance of including problem solving learning experiences in the classroom. According to them it should be the teacher's chief approach in the classroom and should be used much more frequently than it is now. In comparison of approaches to education most of their studies indicated that the problem solving approach was more motivational and that it brought improved attitudes and more command of basic skill than did some other teaching methods.² They suggested

¹Maude Williamson and Mary Stewart Lyle, Homemaking Education in the High School, p. 128.

²C. B. Wellington and Jean Wellington, Teaching for Critical Thinking, p. 33.

increasing emphasis upon forms of teaching that will instill in students active reasoning, not just memorization. Wellington and Wellington found that:

Some educators consider thinking the ultimate end of all teaching, its final aim; others say it is but a vital part of the total learning process; all agree that it is important.¹

Burton et al. stated that: "Even for the simple affairs of everyday life, accurate thinking is probably a critical factor in the success or failure of individuals, families, and larger groups."² It is this critical thinking that is necessary for effective problem solving.

Lux believed that there was need in teaching for creativeness, for education of inquiring minds, and for greater individual initiative rather than blind following of tradition and instructions. He stated:

There is an evident need for a greater emphasis on the teaching of problem solving, and most of the blocks to the problem solving method can and should be overcome.³

Of all persons eighteen or older in the United States, three out of four are married and living with their spouses. In 1950 there were 74,695,657 married people and in 1960 there were 85,166,281--an increase of approximately ten and one-half million. In the year 1960 there were 1,527,000 marriages in the United States.⁴ A large

¹Ibid., p. 12.

²Burton, Kimball, and Wing, Education for Effective Thinking, p. 5.

³D. G. Lux, "Teach Them How to Solve Problems," Industrial Arts and Vocational Education, 150.

⁴"The America the '60 Census Shows," U. S. News and World Report, 49.

percent of the population of today are married during their life times. Married persons face numerous problems preceding and during marriage. If some of these problems are presented to pupils and they are taught how to find solutions for them it is hoped that they will be better able to solve their problems during their own marriages.

Some work on problem solving in a home economics classroom has been done. In a study on the experimental use of the problem solving method in teaching a ninth grade home economics class, Peterson developed a unit entitled, "Importance of Relationships in Family and Community." She concluded in her major findings that after using the problem solving method of teaching "there was definite and specific evidence of pupil growth toward unit objectives" and that there was "indicated pupil gain in ability to think critically about family problem situations."¹

I. STATEMENT OF THE PROBLEM

The purposes in this study were:

1. To develop a unit in marriage and family living based on identified needs of a group of twelfth grade pupils.
2. To provide learning experiences that allowed pupils to develop problem solving skills.

¹Peterson, Bernadine H. "Experimental Use of the Problem Solving Method in Teaching a Beginning Home Economics Class." Unpublished Doctor's Dissertation, University of Wisconsin, Madison, 1962.

3. To evaluate learning results.

These purposes were carried out through:

1. Careful investigation of pupil needs in the family living area and the more specific marriage and family area, plus investigation of the individual needs of the twelfth grade pupils in the study.
2. Development of a unit entitled "When You Marry," which was planned and taught with emphasis on problem solving as the means through which learning occurred.
3. Evaluation of the quality of the learning that took place by instruments available and instruments developed before and during the unit.

In this study the investigator and the teacher of the unit are the same individual. This study was based on and patterned after one completed by Peterson in 1962 at the University of Wisconsin with the author's permission.

II. PROCEDURE

A review of the literature on problem solving was made. The importance of problem solving and its implication for a family living unit were investigated. A study of the twelfth grade pupils in the group, their backgrounds and abilities, was made through observations, reports, and the Differential Aptitude Test.¹ Needs of these pupils in

¹George K. Bennett, Harold G. Seashore, Alexander G. Wesman, Differential Aptitude Tests.

relation to family living, and marriage and family living, were identified.

The unit, "When You Marry," was developed around the needs of these pupils and problem solving learning experiences were incorporated. Objectives for the unit were set up through the use of a two-dimensional chart illustrated by Tyler.¹ Lesson problems based on pupil needs were developed to meet the objectives for the unit. Each lesson problem included recognized objectives, generalizations, learning experiences, and situations for evaluation. Resources for teacher and pupils were listed and used in teaching the unit (Appendix A).

The amount and nature of learning, understanding, and critical thinking ability were evaluated by the means of two tests, the "Marriage Situations Analysis Test" (Appendix B), developed by the investigator, and the "Watson-Glaser Critical Thinking Appraisal, Form AM."² Classroom events and situations and pupil responses during the lessons served as additional means for evaluation.

III. THE SITUATION

The Pupils in the Study

The experimental group in this study included eighteen twelfth grade girls enrolled in the fourth year of home economics in a rural

¹Ralph W. Tyler, Basic Principles of Curriculum and Instruction, p. 32.

²Goodwin Watson and E. M. Glaser, Watson-Glaser Critical Thinking Appraisal Form AM, (Chicago: World Book Company, 1952.)

consolidated high school during April and May of 1964. The age of the pupils ranged from seventeen years three months to nineteen years three months. The median age of the pupils was seventeen years seven months.

Each of the pupils was enrolled in either four or five courses during the first semester of the school year. Sixteen were enrolled in fourth year Home Economics; seventeen in Constitution; thirteen in Office Practice; nine in Shorthand; seven in Sociology; four in Bookkeeping; four in English IV; four in Occupations; two in English III; one in Spanish I; and one in American History. Two pupils that were not in Home Economics the first semester enrolled for the second semester and therefore were part of the group in the study. The first semester grade averages for each subject are presented for each pupil in Appendix C.

Eleven of the group were rural pupils and seven lived in towns surrounding the high school. Twelve fathers of the pupils were farmers; two were railroaders; one was a custodian; one a welder; and one an oil field worker. The father of one of the pupils was not living. Two mothers worked outside of the home, one as a waitress and the other as a telephone operator. The others were full-time homemakers.

The average number of children in each family represented in the group was five. The range in number of siblings was from one to eleven; five pupils had one sibling; one had eleven and one had ten.

Three of the eighteen pupils were married and four were engaged.

The High School

The high school which served as a laboratory for the study was a consolidated rural school in its sixth year of operation. Pupils were from the rural areas and from the five small towns surrounding the school. Transportation by bus was provided from the home of each pupil. The enrollment for the 1963-1964 year was 167 pupils in grades nine through twelve.

The high school faculty was composed of eleven teachers; one librarian, and one principal. The curriculum included four years of home economics, two years of Spanish, two years of Latin, three years of industrial arts, two years of typing, and one year each of American history, world history, constitution, sociology, occupations, speech, psychology, general science, chemistry, biology, bookkeeping, shorthand, office practice, general mathematics, algebra, geometry, trigonometry, physical education, band, glee club, and mixed chorus. Several extra class activities were also offered.

The Community

The community surrounding the high school in the study included five small towns. Each of these towns had its elementary school. In previous years one town had a Catholic parochial school, but this was a public school at the time of the study.

The main occupation in the territory in which the school was located was farming. The main agricultural crops were wheat, sorghums, alfalfa, and prairie hay. The main livestock was cattle and hogs. Also

about fifty percent of the farms had oil wells on them and this provided a source of income in the community.

IV. DEFINITIONS OF TERMS IN THIS STUDY

Terms are defined for use in this study as follows:

Evaluation: Interpretation of the amount and quality of learning that takes place in a particular situation toward attainment of stated objectives.

Experience: Any activity in or out of class that pertains to the personal development of pupils in relation to learning objectives.

Generalization: A complete thought that expresses an underlying truth, is universal in nature, and usually indicates relationship between concepts.¹

Need: Something required, useful or desired for pupils that is lacking or not fully developed for ultimate personal growth in relation to learning objectives.²

Objective: Behavioral change desired for pupils.

Problem: A situation for which a pupil does not have an immediate adaptive response.

¹Mexine Lovall Hunziger, "An Exploratory Study to Identify Concepts and Determine Concept Attainment in a Home Economics Education Course," Unpublished Master's Thesis, Kansas State University, Manhattan, 1964.

²Peterson, op. cit., p. 13.

Problem Solving: Process involving critical thinking which a pupil uses to find her way out of a perplexing situation.

Pupil: A high school girl.

V. PLAN FOR THE REMAINDER OF THE REPORT

A survey of literature related to the problem solving process and to preparation of individuals for marriage and family living are included in Chapter II. Implications are drawn for the teacher.

Chapter III includes objectives and the plan for the unit "When You Marry," a portion of a twelfth grade home economics course.

Teaching-learning results are presented and analyzed in Chapter IV. Chapter V includes summarized findings and recommendations.

Appendices contain teaching materials and evaluation instruments developed for and/or used in this study and data concerning pupils in the experimental group.

CHAPTER II

REVIEW OF THE LITERATURE

Life is full of problems! How often have we heard someone say this either jokingly or seriously? But is it not true that life is full of problems, little ones and big ones? Decisions are made continually--what to wear, what to do first, where to go. Every day each person is faced with problems from morning until night. This may indicate that life is nothing but drudgery. Who wants to be faced with one problem after another? But if we know what problems are and can attempt to solve them, life takes on a much more optimistic light. Therefore it seems that experience with problem solving is important to learning and development.

I. PROBLEM SOLVING

Values of Problem Solving

Why are teachers concerned about thinking for problem solving? Thinking is a process that requires an uncommon response and a process that is not easily attainable, but the ability to solve problems appears to be extremely important. Spafford indicated:

Both teachers and parents have been inclined to select the problems to be solved by the children in their growing up, and all too often to decide on what was the right answer. The child must grow in ability to recognize problems of concern to him during formal schooling if he is to recognize

them when he is not only free but also expected to direct his own living. Pupils need to be guided in selecting problems of interest and value to them as a group and to them as individuals, guided in recognizing their need for help and in asking for it.¹

Hall and Paolucci believed that problem solving through thinking had lasting value that helped a person adjust to new situations in his daily living. They stressed that one of the major concerns of our society in recent years has been that many people do not use their thinking potential. Thinking and learning are not identical processes, they indicated. A student may forget quickly a large part of what he has learned but the ability to think is not lost.²

Seashore and Ven Dusen thought problem solving was of value to us because of the feeling we received after we came to a workable solution. They believed that if someone had a problem on his mind, especially if it was a major one, he was likely to feel restless, disagreeable, and generally uncomfortable. The person may even have had trouble in concentrating on his work. However, if something effective is done about the problem a feeling of exhilaration results. They indicated that another important benefit of knowing how to solve problems was the time saved. If time was spent worrying about problems and searching for solutions that are often unsatisfactory this was wasted time that could have been spent in satisfaction and fun. Seashore and Ven Dusen also indicated that if a person could solve his own problems he was showing signs of maturity. By learning to

¹Ivory Spafford, Fundamentals in Teaching Home Economics, p. 211.

²Olive A. Hall and Beatrice Paolucci, Teaching Home Economics, pp. 232-233.

handle problems well a person was proving to himself and others that he could assume responsibility.¹

Four important values of thinking given by Burton et al. were (1) to direct our efforts toward a purpose; (2) to anticipate difficulties and thus prepare in advance; (3) to increase our meaning of things and symbols; and (4) to contribute to the stability and security of life for both the individual and the society.² The values of learning to solve problems effectively appear to be significant. Learning to think effectively for successful solution of problems may have a direct bearing on the lives and happiness of individuals.

Steps in Problem Solving

Problem solving begins when one identifies exactly what is wrong and what needs to be changed. As soon as the problem is clearly defined the second step, that of collecting facts, begins. Froman suggested that the problem solver get a reasonable amount of information, then stop and digest the evidence that is available. The next step is finding the "right" solution. The facts should be put together in the most logical way to form the solution, then the solution should be tested.³

¹Robert H. Saashore and A. C. Van Dusen, How to Solve Your Problems, pp. 4-5.

²Burton, Kimball, and Wing, op. cit., pp. 270-271.

³Froman, "Strengthen Your Reasoning Power," Nation's Business, 1 (July, 1962), 84.

Wellington and Wellington identified the problem solving process as five steps including anxiety, definition, research, hypothesis, and appraisal. First, the pupil must have a feeling of need or interest for learning something. Second, he must be guided to determine which problems he should pursue and how he should pursue them. Third, there is a carrying out of research or experimentation to solve the problems. The fourth step, or the hypothesis, is the pursuit of the solution of the problems through general discussion in view of all evidence found. The last step is an appraisal of the solution and determination of the application for future use.¹

Lux indicated that individuals frequently reacted to problems and questions on the basis of incomplete information or by resorting to memorized responses. The fault, he implied, lay in mental "tunnel vision" developed by schooling and society which emphasized right answers without concern for the process or the steps by which answers are obtained.²

The feeling expressed by Scheerer was that many people were unable to solve their problems because they had a set fixation that stood in the way. Scheerer believed that the insight, or the ability to see and understand clearly, was the essential element in intelligent problem solving, and that fixation was its archenemy. Fixation may be

¹Wellington and Wellington, op. cit., p. 31.

² Lux, op. cit., p. 148.

overcome and insight attained by a sudden shift in the way a problem is viewed. Scheerer believed each problem had a structure of its own that pointed the way to its solution, so he gave no definite steps for problem solving.¹

Peterson summarized the steps in problem solving as follows:

1. The stage of anxiety. During this stage a sense of need is aroused in the individual. Curiosity is evidenced. A sense of exploration is apparent.

2. The stage of definition. The problem is described or defined to the satisfaction of the individual. Many individuals fail to solve their problems because they are unable to define or identify them. It is highly unlikely that a problem will be solved successfully if it cannot be recognized and defined.

3. The stage of research or experimentation. This is the stage of activity. Information is collected concerning the problem. Some information collected may later prove to be irrelevant, but it is important to gather any information which appears to have likelihood of usefulness in the solution of the problem.

4. The stage of hypothesis. During this stage the individual tries out (mentally or actually) possible solutions to the problem. Several solutions may be suggested for some problems; others may evoke only one. At times no solution will be reached and the process may have to be repeated wholly or partially, so that a solution can be hypothesized.

5. The stage of appraisal. Solutions are evaluated and the "best" solution may be identified. Frequently during this stage the entire process is appraised as it relates to this particular problem.²

¹M. Scheerer, "Problem Solving," Scientific American, 128.

²Peterson, op. cit., pp. 21-22.

Technics for Teaching for Problem Solving Skill

There are certain technics available to the teacher that may be valuable tools to guide pupils toward problem solving skills. The affective teacher will learn the technics most conducive to this type of learning. Wellington and Wellington wrote about six main technics in teaching for problem solving. These are discussion, multisensory, laboratory, communications, small group, and lecture. Discussion technic is desirable in the early stages of problem solving, when the problem is defined. It is used almost exclusively in defining problems because it alone allows for an interchange of ideas between and among the teacher and pupils. Discussion is a flow of words which takes place among the members of a group and their leader as they try to define or solve their problems. Wellington and Wellington explained that the teacher should encourage more discussion among pupils and discourage to a certain degree exchanges between pupil and teacher.¹

These writers discussed the multisensory technic and defined it as "the use by the teacher of any auditory or visual device, or of any other medium appealing to other senses which helps students to grasp a fact, an idea, a concept, or an attitude."² Multisensory aids may help broaden the sensory experiences of the learner, intensify impressions, give experiences in activities outside of pupils' environment, and give experiences with concrete things. The senses of smell, touch,

¹Wellington and Wellington, op. cit., pp. 121-139.

²Ibid., p. 141.

taste, sight, and hearing can be used advantageously in the home economics classroom. The senses of smell and taste are used frequently in experiences with foods and the sense of touch is used in clothing and home furnishings experiences, among others. Some of the important multisensory aids the teacher may use are the chalkboard, film, television, slides, tapes, records, magazines, bulletin boards, and field trips. This technic may be of value to awaken interest and enthusiasm for a new topic. And in research, multisensory aids may be used to provide information needed to solve defined problems.¹

Since it may involve experimentation, research, testing, and analyzing, the laboratory technic is one of the most common technics used in accomplishing the research or the experimentation step to solving problems. The teacher's role in the laboratory is to guide and assist, not to work for the pupil. To be effective, the laboratory must be well organized and the pupils need to understand how to use materials. The teacher may want to make use of demonstrations during the laboratory. Some educators claim that a good demonstration is as effective as pupil experience, especially if time and money must be considered.²

The communications technic applies to the help a teacher gives to pupils directly in reading, writing, and speaking; it does not apply to supervision of general discussion. In solving problems pupils will need to read accurately, and in forming hypotheses most pupils will need

¹Ibid., pp. 140-160.

²Ibid., pp. 161-183.

to write a summary or report on paper. Also during the problem solving process most pupils will be asked to speak publicly. Every alert teacher teaches reading, writing, and public speaking in his classes.¹

The small group technic can help pupils to feel success; it may give them a sense of belonging, and often encourages them to think together about important matters. The teacher can be an active participant in the small group as a background and resource person. She should refrain from interrupting, but should correct obvious errors in pupil-presented information.²

Spafford concluded that when the small group technic is used teacher guidance should be available when and as it is needed. Some pupils will need more than others, and not all will need the same kind. It is important for the teacher to lend guidance at the right moment, to ask the question which brings to light an unrecognized problem, to give the suggestion which clears up the difficulty, and to point to sources of help.³

The lecturing technic is one way to accomplish some of the steps of problem solving and it can be more effective and efficient at times than the discussion or group approach. At the last steps of problem solving and in forming judgments the teacher can use the lecturing

¹Ibid., pp. 184-201.

²Wellington and Wellington, op. cit., pp. 202-218.

³Spafford, op. cit., p. 287.

technic to summarize for the pupils. It does not have to be a teacher centered technic because the pupils may have requested a lecture to help them with a particular difficulty. From the lecture the pupils may gain valuable information and attitudes which will help them go ahead to the next step of problem solving.¹

Other opportunities to use the problem solving approach are provided in learning experiences such as the case study, the socio-guidrams, and the pantomime. The case study approach can be used to focus attention on a specific problem or incident. A case chosen may be real or imaginary, but it must be typical for the given situation. The case is presented, problems are identified, then care is taken to discover various ways to find a solution. Pupils can be involved in a discussion following the case study and generalizations can be formulated in order to arrive at appropriate solutions.

Socio-guidramas are short plays that present real-life problems. They define a specific conflict or problem, but do not give answers. The purpose of the guidrama is to stimulate open discussion in a group. It helps to bring understanding of the other person's point of view and to motivate the individual to work out his own solutions to his problems.

Pantomime is a variation of role playing that incorporates gestures, facial expressions, and vivid action to take the place of words in the portrayal of situations and characters. It may be used

¹Wellington and Wellington, op. cit., pp. 219-236.

in the classroom to let the pupils express their feelings and actions without words. To be effective the pantomime should be used with a purpose in mind so that it does not result in merely a game.

Implications for the Teacher

There is much opportunity for use of a variety of effective teaching techniques in the home economics classroom. Each of the technics described above can be used in various ways. If the teacher uses variety and creativeness in her presentation of the problems for class, pupils learn more effectively. Since home economics deals so closely with the life of pupils, problem situations in the classroom can be made realistic enough so that pupils can identify them with their own problems.

It seems important that the pupil be started early in life to learn to think and to solve problems. Abraham indicated that the ability to think does not come naturally, nor can it be yelled or screamed into development. He emphasized the importance of the family setting for the child's development in problem solving and gave some simple guideposts for parents. It seems that these could be adapted for the teacher's use also. Abraham urged parents to let children ask, talk, and converse. When people readily admit their own limitations, the child seems to ask more, think more, and respect them more. He stated: "It's a wise adult who knows when to stop and when to refer to another person, encyclopedia, or a child's own analysis."¹ Perhaps

¹W. Abraham, "Helping Children Think," *Today's Health*, XXXIX (June, 1961), 16.

teachers would be wise to follow these procedures, also. They can bring up problems of interest to pupils and ask them stimulating questions such as, "Are you sure?" and "What makes you think so?"

Burton et al. indicated that the educator's task involved aiding the individual to transform whatever natural capacity he had into training the processes of thought. The individual could be helped to avoid making errors in thinking that lead to prejudices and to develop respect for thinking and a willingness to engage in it.¹

Hall and Paolucci explained that if the home economics classroom was to help the pupils make intelligent choices the opportunity for making choices must be part of the daily classroom routine. They believed it was the teacher's task (1) to help pupils become aware of problems that normally need to be solved in family living; (2) to help them think through alternative means for arriving at a solution and finding information and knowledge essential to the intelligent choice of a solution; and (3) to help them see the necessity for assuming responsibility for the consequence of their choice of solution. Teaching of the problem solving process is feasible in any number of classroom experiences. A home economics teacher can help pupils become aware of some of the many decisions homemakers must make daily and at the same time help them to recognize the process used to solve problems related to personal and family living.²

¹Burton, Kimball, and Wing, op. cit., p. 273.

²Hall and Paolucci, op. cit., p. 121.

Spafford reminded us that problem solving begins with the recognition of problems. Frequently a teacher has to be extremely tactful in bridging the gap between school learning and the real problems pupils are facing in their lives. The teacher can often use hypothetical cases, true to life, to introduce problems that are sensitive. Spafford cautioned that too often the teacher provides pupils with all they need to insure them against any difficulties. This will make for smooth-running classes and good classroom products, but it does not help the pupil develop the ability to recognize and solve problems. Pupil independence should be encouraged as rapidly as the pupils can use it intelligently. Spafford concluded:

The classroom, however, also offers many situations which are accurate indicators of the direction of learning. The girl who questions statements of classmates and teachers, the reading she does, family and community practices; who brings problems to class for solution; who suggests sources of help in overcoming difficulties; and who calls attention to acts of poor judgment on her part has made much progress in acquiring the ability to direct her own learning after formal schooling is over.

The aim is a behavior pattern which shows itself in a desire to keep on learning. This should be accompanied by the ability to recognize problems and use the learning one has and to seek learning as it is needed to solve these problems. No fixed pattern of living can be learned now or later. Life changes too rapidly for fixed patterns to have value. The goal is rather a person able to direct his own conduct in ways personally and socially desirable.¹

Williamson and Lyle suggested that if the teacher sought to develop the pupils' ability to solve life's problems she could use certain steps in teaching for the development of problem solving

¹Spafford, op. cit., p. 216.

ability. These steps that she could follow were (1) to guide the pupils into problem situations; (2) to lead them to want to solve these problems; (3) to make sure they understand the situation; (4) to stimulate them to find the information; (5) to make sure they consider each fact and principle carefully; (6) to guide them in finding a solution which is their own; (7) to guide them in checking on the validity of their solution; and (8) to guide them in applying the solution to similar situations. If these steps were utilized effectively the teacher could become more effective in helping students think clearly and to solve problems without excessive difficulty.¹

Peterson summed up the teacher's role in helping pupils to learn to solve problems this way:

Pupil initiative and pupil activity, together with the guidance of a capable teacher appear to be essential to the effective learning of thinking skills. Direct definite training toward the development of a problem solving attitude appears to be more productive of the desired results than extensive training in subject matter, readings, or regular classroom instruction of the traditional type only.²

II. NEEDS OF PUPILS FOR MARRIAGE AND FAMILY LIVING

Problems of Individuals in Today's Society

The twentieth century is commonly referred to as the century of change. Dixon wrote, "The present change in the life of man seems to

¹Williamson and Lyle, op. cit., pp. 130-131.

²Peterson, op. cit., pp. 29-30.

have particular importance because it has been, we believe, brought about not by divine guidance but through the application of man's intellect and knowledge in the solution of man's problems."¹ The change and trends in recent years do have an effect on each individual and the problems the individual will be forced to meet. The educator who realizes these changes and can analyze some of the problems brought about because of these changes, will be better able to guide the pupil in real learning.

Dixon realized that in order for a change to occur in a technological age, knowledge must be coupled with power. Two kinds of power, physical and intellectual are important. In both of these powers there have developed resources such as the printing press, the library, and human mobility that place information, and the opportunity for dealing with information intellectually and practically, outside of the control of the individual and the family unit. Decreasingly is the family a unit that can physically and intellectually sustain itself and determine the individual destinies of its members or the direction of the culture. Dixon pointed out that significant trends are toward urbanization, better health services, unemployment and leisure time, concern for education, and change in woman's role. He urged:

These changes in family organization need to be taken into account by parents, planners, and professionals to the end that benefits of the cultural evolution of man may be widely dispersed through the population. We need

¹James P. Dixon, "Our Changing Society: Impact on Families," Journal of Home Economics, LV (September, 1963), 495.

not fear that taking these changes into account will destroy the family. It is the considered view of most anthropologists that the family is the most ancient of human social institutions and that in some form or other it will survive.¹

Three problems brought about by change are directly related to this study and will be discussed here--the age for marriage today, the changing roles of women, and divorce.

Early marriages. Marriage at too early an age may have obvious disadvantages from a practical standpoint. The fact that a person is young may not mean that he is immature, but to marry while one is very young may cause some problems which would not arise if the person were older when he married. Landis and Landis wrote that since parents often do not feel that their child is ready for marriage they may be more likely to interfere in the marriage. They felt that "in-law friction" often occurs because couples may have to live with parents and because one or both of the young couple may be emotionally dependent upon parents. Another problem of early marriage discussed by Landis and Landis was that of financial pressure. If education has to be interrupted because of early marriage, earning ability may be impaired. This lack of education may set a limit on the income of the couple all through their future.²

In early marriages, as compared with those entered into a few years later in life, the partners sometimes show less understanding of

¹Dixon, op. cit., p. 500.

²Judson T. Landis and Mary G. Landis, Personal Adjustment, Marriage and Family Living, pp. 150-152.

and less sympathy for each other's needs and problems because they are coping with personal problems that might have been solved if they had married later. Marriage raises a particularly difficult problem for the teenage girl who is suddenly removed from her school activities and, most important of all, deprived of the stimulation of daily studies. Most phases of the family cycle are accelerated for this girl, children may come earlier and the last child frequently marries when she (the mother) is still very young. She will have a longer period after her children leave home and may not be prepared to spend this time wisely since she may have little education to prepare her for the world of work. These are some of the problems faced as a result of early marriage.

The employed woman. The role of women in our culture is changing and these changes may have a big influence on family life. Dixon cited the smaller family size and earlier end to child-bearing as providing increasing opportunity for women to plan careers outside the home. He doubted whether a working homemaker can fully fulfill the role of mother. Because empathy is an important characteristic of family life, he believed that the shift of women's interest from the home to community and job may make for less family empathy.¹

There are many problems involved when the wife works outside the home. These must be faced by the individual couple. Duvall believed that there were two major problems to consider. One was the prejudice

¹Dixon, op. cit., p. 499.

against working wives that the wife, her husband, their family, and friends may have. The second was the problem of being able to adjust to being home when the time comes for the wife to assume the responsibilities of full-time wife and mother.¹

Duvall stated that the budgeting of time and energy may be a problem where both the man and wife work. If the wife carries a full time job, she often finds herself overworked with the responsibilities that are hers at home. Even though the husband helps with certain home tasks, couples must work out the routines and methods of getting things done with a minimum of strain.² If both the man and the wife work there is also the problem of setting up a functional, workable budget. If the entire earnings of both are used to meet current living expenses, there is a real financial problem when the first baby comes. Living expenses will increase and income may suddenly be cut, perhaps almost in half.

Duvall and Hill mentioned other problems of working wives. One problem was that the wife was not making a real profit from her employment. Her expenses, including possible additional clothing, transportation, higher taxes, and restaurant meals, may actually be higher than her income. A more serious problem was the charge that if the wife and mother works the husband and children are neglected. Maladjustments and delinquencies often are blamed upon the working mother. It is true that children of working mothers may get less attention from the mother, but it is not necessarily damaging to the children's development and growth.

¹Evelyn Millis Duvall, Family Living, p. 236.

²Ibid., p. 265.

Research findings indicate that the value of the relationship between mother and child is more important to the child's development than is the amount of time she spends with the child.

Another problem Duvall and Hill listed was the effect of outside employment on the husband-wife relationship. If the husband has an emotional need to dominate, the working wife may be a threat to his status. In addition, if the wife's salary is higher than her husband's, he may feel inferior.¹

Besides the problems that working presents to married women there are the problems it presents to single women. One effect of the similarity of roles recognized by Landis is that the competitive relationship developed in the work world may be carried over into courtship. Jealousy and competition may hinder romance. Love requires sharing and helpfulness rather than a constant attempt to outdo each other. Many friendships between sexes break up because of competition between the man and the woman.² Some men fear that a woman who has had experience as a wage or salary earner may not be satisfied with the often less exciting role of wife and mother and that she will miss her job. This may lead some men to avoid dating women who work. These are some of the common role changes that may create problems for married couples.

¹Evelyn M. Duvall and Reuben Hill, Being Married, pp. 231-233.

²Paul H. Landis, Your Marriage and Family Living, p. 66.

Divorce. One means for escaping from an unpleasant marital situation is divorce. However, divorce does not remove problems. It presents a new set of problems in exchange for the old. The problems that a divorced person faces may seem far away and unimportant to the one who is emotional about the marital trouble, but in reality divorce requires as much adjustment as marriage requires. The adjustment in divorce may be harder to make because there is one person instead of two and there are likely to be no rewards like the ones that come in marriage. Landis and Landis summarized some of the problems that may be confronted after divorce:

1. The person still will have to live with himself or herself. If he or she is discontented, inwardly insecure, or distrustful and suspicious of others, these traits will cause just as much trouble whether the person is married or single.
2. The divorced person faces a serious readjustment of his personal life. Marriage is a cooperative affair. Even two who do not get along very well together will become more dependent upon each other emotionally than they may realize. It is often a serious emotional shock to try to adjust again to living as a single person, alone, after having been married.
3. Divorce requires great changes in one's social life. It becomes necessary to make new friends and to find new interests . . .
4. Divorce creates or increases financial problems for both men and women. The woman must now plan for her own support and provide for her future economic security. Alimony is seldom sufficient to allow freedom from financial worries . . .
5. The woman faces a necessity for reorganizing her entire life. What to do with her time may become a problem.

6. Both will almost unavoidably suffer emotionally from the divorce.¹

Landis and Lendis indicated that divorce was almost always painful for children; they experience loss of security. The child's main problem was to achieve peace within himself and to accept the situation with a minimum of emotional turmoil. It is hard for the child not to take sides in the conflict between his parents. Sometimes the child suffers from the necessity of living with one parent and not being able to see the other.²

Paul Landis agreed that the effects of divorce on the child may be tremendous. The divorce action itself is nearly always a terrible ordeal for the child. Divorce often drags through a series of legal quarrels, centering upon which parent is to have custody of the child. After custody is awarded, the child's parents may continue to be bitter against each other. And if the parent given custody remarries there is the problem of a stepparent. Adjusting to a stepparent is not an easy thing for the child. In some remarriages there are also new brothers and sisters to adjust to in the family. Lendis cited other consequences of divorce besides those to the children. The couple themselves suffer greatly. Divorce is often followed by bereavement similar to that following the death of a mate. Often there is the sense of guilt from the feeling that maybe the marriage could have been saved. Since divorce

¹Judson T. Landis and Mary G. Landis, Personal Adjustment, Marriage and Family Living, pp. 294-296.

²Ibid., pp. 297-298.

is being accepted more freely today there are fewer social complications following divorce than formerly, but there is still the problem of sex tensions, loneliness, and uncertainty about status among friends and relatives in work and in social situations. So the shocks and adjustments of divorce and the resulting effects are likely to be many, even when divorce seems to be the only possible solution for the marriage problem.¹

Pupils need to recognize some of the problems that arise in early marriage, changing roles of women, and divorce. These problems of today's society may be their problems in the near future. The success of their lives depends upon meeting and solving family problems similar to these effectively.

Developing Courses in Marriage and Family Living

In family living classes the problem solving method may often be difficult to utilize effectively, since the solutions to problems do not bring tangible results as they do in food preparation or clothing construction. However, there are numerous ways to present a problem to a class such as through skits, role-playing, social-dramas, case studies, analysis of situations, panel discussions, questionnaires, open-end sentences, and others. If these are used to present realistic situations the pupils can often identify closely enough to solve their own problems or to apply the solutions later in life.

¹Paul H. Landis, Your Marriage and Family Living, pp. 346-349.

If the teacher is to present helpful problem situations in class she will want to become familiar enough with her pupils to recognize their needs. There are several ways that she may do this. Some believe that observation of pupils to become aware of their feelings is the best way. Observation as a tool can be valuable to the teacher who observes in an objective manner. It may be ineffective when subjective judgments are based on insufficient evidence. Other methods that may be used to become acquainted with the pupils are by studying cumulative records, the written autobiography, and the use of questionnaires and sociograms.

After the teacher becomes familiar with the general needs of her pupils she will try to determine the more specific objectives of the unit she is preparing to teach. The developmental tasks Havighurst identified in Human Development and Education and Duvall restated in Family Development may help the teacher in determining objectives for learning in a marriage and family living class. Duvall listed the sixth developmental task of the teenager as preparing for marriage and family life. She identified specific learning goals for the teenager as follows:

Enjoying the responsibilities as well as the privileges of family membership.

Developing a responsible attitude toward getting married and having a family.

Acquiring knowledge about mate selection, marriage, home-making and childbearing.

Learning to distinguish between infatuation and more lasting forms of love.

Developing a mutually satisfying personal relationship with a potential mate through processes of dating, going steady, effective courtship, and becoming involved with a loved one.

Making decisions about the timing of engagement, marriage, completion of one's education, fulfillment of military service requirements, and the multiple demands upon young people of marriageable age.

Becoming ready to settle down into a home of one's own.¹

Cosgrove believed that two primary goals should motivate the teacher in a family life course. One is to help the pupil gain self understanding by seeing his behavior and that of others in terms of needs and desires. The other goal is to prepare the pupil for marriage and parenthood.² Longworth came to somewhat the same conclusion. He wrote: "Repeatedly the goals of marriage education are stated as instruction designed to contribute to more stable and happy marriages."³ Another idea that is basically the same is reported by Landis. "Actually we are interested in marriage education to raise the level of happiness in marriage, to improve mental health, to raise the quality of parenthood, and to provide a climate for healthier personality growth."⁴

¹Evelyn Duvall, Family Development, p. 296.

²Marjorie Cosgrove, "School Guidance for Home and Family Living," Marriage and Family Living, XIV (February, 1952), 26.

³Donald S. Longworth, "Critique of Attempts to Evaluate Marriage Teaching," Marriage and Family Living, XV (November, 1958), 311.

⁴Judson T. Landis, "The Challenge of Marriage and Family Life Education," Marriage and Family Living, XIX (August, 1957), 249.

In a study by Brown of ninth, eleventh and twelfth grade pupils from Indiana and Florida high schools over a ten-year period it was found that there are certain family living problems with which pupils indicated a great concern. Questions were asked by the high school pupils in the eleventh and twelfth grades about such problems in marriage and family living as the following:

4. Problems concerning parking, necking, kissing, petting; when, how much, right or wrong, how to avoid it.

5. Problems concerning love, infatuation, characteristic qualities of emotional maturity.

6. Lack of adequate factual information concerning physical and sexual processes and functions, such as menstruation and sexual intercourse.

7. Problems concerning ethical behavior and sex problems: right or wrong of premarital intercourse; what about the person who has had premarital intercourse; general conduct.

8. Problems concerning engagement: length of engagement; preparation for marriage; timing; marriage in service; personal relationship with fiancé.

9. Marriage problems; age; religious differences; divorce; housekeeping budget; legal problems; children.

10. Problems concerning vocations, careers; desire of some not to marry; happiness and success of single persons or of those who combine careers and marriage.¹

The objectives and purposes mentioned in the above section should receive careful consideration by the individual teacher. After careful study of needs of pupils and the problems or concerns expressed in the

¹Douglass Brown, "Helping Teen-agers with Their Family Living Problems," Marriage and Family Living, XXI (November, 1959), 390.

particular field of study, the educator can progress to make specific objectives for her unit.

CHAPTER III

THE EXPERIMENTAL UNIT

The unit developed and taught experimentally to twelfth grade pupils in this study was entitled "When You Marry." As life becomes more complicated in modern society, the importance of preparation for marriage and family living is more readily understood. Landis stated:

There are several reasons for the belief of many educators that instruction in family life is a necessary part of the high school education of the young person who is to be an effective individual in society:

- 1) People are marrying at an earlier age than they have at any time in the past. Therefore, they not only need more information to make this adjustment successfully but they need the information earlier.
- 2) Young people are exposed to more mass media which give them a distorted viewpoint of the family, dating, mate selection, marriage, and parenthood.
- 3) Changed patterns of living make it necessary for the young person of today to make more more decisions in a shorter span of time than did his parents and grandparents when they were adolescents.
- 4) Young people are inquisitive and eager for information pertaining to their personal lives and human relations. If they do not find answers that give them wholesome attitudes, they will seek and find answers elsewhere that may have an unwholesome effect on their lives now or in the future.¹

Skill in achieving and maintaining effective and satisfying marriage and family relationships appears to be of major concern in families and of importance to home economics pupils today.

¹Paul Landis, op. cit., preface v.

I. OBJECTIVES FOR THE UNIT

It is important that the teacher understand her pupils and that she know the field in which she is teaching before she can determine the objectives of the unit. After careful study of both she can proceed to develop objectives. Tyler stated that "The most useful form for stating objectives is to express them in terms which identify both the kind of behavior to be developed in the student and the content or area of life in which this behavior is to operate."¹ Since an objective that meets these criteria has the two dimensions of behavior and content, Tyler used a two-dimensional chart to express objectives. Tyler's chart contained seven types of behavioral aspects in his example:

1. Understanding of important facts and principles.
2. Familiarity with dependable sources of information.
3. Ability to interpret data.
4. Ability to apply principles.
5. Ability to study and report results of study.
6. Broad and mature interests.
7. Social attitudes.²

In developing the objectives for the unit "When You Marry" five of these aspects were used.

From this two-dimensional chart, five specific objectives for the unit, "When You Marry" were developed:

¹Ralph W. Tyler, Basic Principles of Curriculum and Instruction, p. 30.

²Ibid., p. 32.

Two-dimensional Chart for Stating Objectives

3. Ability to apply principles

4. Broad and mature interests

5. Social attitudes

Practices habits that will benefit in becoming and selecting a satisfying mate

Recognizes stage of maturity which indicates that one is ready for final mate selection

Recognizes attitudes of society that affect mate selection

Recognizes the importance and purpose of the engagement period

Develops broad and mature interests concerning engagement period

Realizes expectations of society for the engaged couple

Is able to apply principles in meeting responsibilities of marriage

Develops mature attitude about marriage and sex

Is aware that marriage is something sacred and not completely for own selfish fulfillment

Learns principles that apply in making adjustments in marriage

Realizes that marriage partners that grow in maturity make adjustments easier

Realizes that adjustments in marriage affect more people than married couple themselves

Learns principles to use in working out satisfying roles in marriage

Appreciates role that is expected of wife in marriage

Recognizes effects husband and wife roles will have on family and society

Is able to apply problem solving techniques in meeting common problems in marriage

Respects the rights and privileges of each member

Develops desirable social attitudes concerning divorces

Is able to solve problems that may arise in becoming established in community

Enjoys broad and mature interests concerning community living

Develops desire to aid in actions that contribute to community welfare

1. To understand important facts and principles in relation to marriage and its problems of adjustment.
2. To be aware of and show growth in developing characteristics that will contribute to a happy married life.
3. To grow toward the maturity that indicates one is ready to meet the many responsibilities of married life.
4. To gain skill in the processes of problem solving involved in creating and developing desirable family relationships.
5. To be familiar with dependable sources of information to help with marriage and community problems.

II. LESSON PROBLEMS FOR THE UNIT

After the objectives for a unit were carefully determined, the investigator began to identify lesson problems that would guide pupils toward these objectives. Williamson and Lyle gave six guide questions that a teacher might use to evaluate her choice of problem situations for her class:

1. Is the problem of keen interest to my class?
2. Does it fit a need; is there a desire to solve it?
3. Will it be a challenge to most of the group, yet not be too difficult?
4. Will it demand real thinking?
5. Does it call for thinking in a situation similar to that in which such a problem would be faced in life by these pupils?

6. Will it lead into a learning experience that should be developed?¹

This unit was structured to provide pupils with opportunities to recognize the need for and to practice the application of the problem solving process. Each aspect of the unit was stated as a lesson problem and these are given in sequential order below. Appropriate objectives, generalizations, learning experiences, and situations for evaluations were developed for each lesson problem. Generalizations stated are indicative of those to be recognized by pupils. Situations for evaluation are suggested as a guide to the teacher in evaluating pupil growth and development daily.

¹Williamson and Lyla, op. cit., p. 109.

UNIT: WHEN I MARRY

Lesson Problem: How can we meet our problems?

Objectives	Generalizations	Learning Experiences	Situations for Evaluation
To realize the importance of problem solving in everyday situations.	Everyone has problems that must be met in some way.	Read chapter 3, "How We Meet Our Problems" in text.1	Ability to discuss about material read.
To comprehend the steps of problem solving.	If problems are met in a desirable way, life can be made worthwhile.	Discuss the methods of meeting problems. Give everyday examples of each method.	Identification of behavior exhibited in given situations.
	The steps of problem solving can be used effectively to solve problems in everyday life.	Identify examples of behavior illustrated in text pp. 35-36. Discuss the steps of problem solving.	Ability to relate problem solving to everyday situations.

Teaching Material:

1. Judson T. Landis and Mary G. Landis, Personal Adjustment, Marriage and Family Living (Englewood Cliffs, N. J.: Prentice-Hall, Inc., 1960), pp. 26-42.

Lesson Problems: How can I become a more desirable mate?

Objectives	Generalizations	Learning Experiences	Situations for Evaluation
To realize the importance of personality development in preparation for marriage.	The kind of marriage a person makes depends upon the kind of person she is.	<u>Write</u> true-false quiz to pretest what girls know about personality growth.	Results of true-false test.
To grow in the ability to love and be loved.	A good disposition, good health, ambition, and courtesy are traits that contribute toward a happy marriage.	<u>Analyze</u> this statement concerning marriage: "It is more important to be the right person than to <u>find</u> the right person."	Participation and quality of class discussion
To start cultivating desirable traits and overcoming undesirable ones.	The capacity to love develops gradually through years of interaction with other people.	<u>Discuss</u> personality traits that are especially desirable for a marriage partner.	Ability to generalize.
		<u>Read</u> Proverbs 31: 10-31 from the Bible. Identify the traits of a good wife suggested by Solomon. How does he rate beauty?	

Lesson Problem: What are the important factors I should consider before choosing a mate?

Objectives	Generalizations	Learning Experiences	Situations for Evaluation
To recognize that much consideration should be given to the choice of a partner, but that no one is perfect.	The choice of a life partner demands much consideration. Marriage does not change basic personality traits, so a satisfactory partner choice is based on the way the partner is now.	<u>View film "Choosing for Happiness."</u> A young man who is trying to choose between two girls is advised to consider emotional maturity, family background, philosophy of life, and harmony of personalities. <u>Discuss</u> factors to consider in choosing mate that were brought out in film.	Response to questions over film. Ability to analyze problems, recognize causes, and suggest solutions after viewing film.
To know the important factors one should consider before choosing a mate.	If a couple are similar in the following aspects they have a better chance for a happier marriage: background, religion, personality, health, education, social status, and economic status.	<u>Analyze</u> problems presented in film. What were the causes? How could they have been prevented or solved?	Choice of traits for partner. Comment on "Test for Agreement."
To develop ability to recognize traits that would contribute to a happy marriage.	A happy couple has common interests and independent interests as well.	<u>Identify</u> 10 important traits that you would want in a partner; then arrange them according to importance.	

Objectives	Generalizations	Learning Experiences	Situations for Evaluation
		Write "Test for Agreement" ² to consider possible contrasts in partners.	

Teaching Materials:

1"Choosing for Happiness," 20 minute sound film (New York: McGraw-Hill Book Co., Inc.).

2Landis and Landis, op. cit., p. 134.

Lesson Problem: What similarities and differences can I consider when selecting a mate?

Objectives	Generalizations	Learning Experiences	Situations for Evaluation
To understand some differences in people and the possible effects of these differences on a marriage.	Satisfying relationships with others depend on an understanding of individual differences and the proper attitude toward these differences is important.	<u>Buzz sessions</u> and reports on differences in: Religion Race and Nationality Education Social and Economic Status Age	Individual's contribution to group's work. Ability to report in class. Attitude toward differences among people.
To realize that relationships with others depend on proper attitude toward differences in people.	Young people considering marriage are likely to encounter less difficulty if their values, goals, and standards are similar.	<u>Questions</u> discussed by each group: 1. What problems could these differences present? 2. How could these problems be faced? 3. Are there circumstances where you would advise the couple not to marry?	Ability to identify differences in case studies. Written analysis of magazine article.
To be aware that two people not alike can adjust to make a happy marriage.	Although two people are not alike in some aspects it is possible for them to have a happy marriage.	<u>Read case studies, identify differences, and analyze.</u> Bob and Jean Dave and Alice Art and Betty	Type of choice made when choosing pieces of puzzle to match couple.

Situations for
Evaluation

Learning Experiences

Generalizations

Objectives

Complete bulletin
board on "Does He
Fit Me?" Have
woman on bulletin
board portraying
certain character-
istics. Pupils
choose puzzle pieces
and make man that
would be a good mate
for woman.

Teaching Material:

¹Hazel Thompson Craig, Thresholds to Adult Living (Peoria, Illinois: Chas. A. Bennett Co., Inc., 1962), pp. 203-204.

Lesson Problem: Is there a "right" age to marry?

Objectives	Generalizations	Learning Experiences	Situations for Evaluation
To recognize the level and characteristics of maturity required for marriage.	The person who has the maturity for marriage has learned and practices certain techniques in living such as cooperation, good judgment, and self-discipline.	Panel discussion "What is the 'right' age to marry?" Plan panel discussion and contact people to comprise panel. Choose leader for panel.	Leadership that is shown during the planning for the panel.
To become conscious of some of the problems presented by early marriage.	To marry while one is very young may cause some problems which do not arise if the person is older when he marries. Examples of these are problems with finances, education, in-laws, and housing.	Read material from reference books to prepare for panel.	Attitude toward opinions of members of the panel.
To acquire an appreciation for others' opinions.	People have their own opinions on age to marry. There is no "correct" age to marry.	Prepare to have two questions to ask panel during discussion.	Ability to recognize problems that may arise in an early marriage.
	Answer question, "Should girls marry while they are in high school?" On what basis would you make your decisions? What do the experts in the field say about the advantages and disadvantages of girls marrying while they are in high school?		

Objectives	Generalizations	Learning Experiences	Situations for Evaluation
		Bring pictures or jokes that depict problems of early marriage to contribute to bulletin board	
		"A Bed of Roses? Don't Forget the Thorns."	

Lesson Problem: When is a person really in love?

Objectives	Generalizations	Learning Experiences	Situations for Evaluation
To determine the difference between love and infatuation.	Love grows and endures while infatuation comes and goes suddenly.	<u>Listen</u> to case history of Jack and Jill taken from Kansas Curriculum Guide. ¹ Discuss Jack and Jill's problem. Were they in love or infatuated?	Attitude toward Jack and Jill in case history.
To realize that real love involves more than physical attraction.	Real love for marriage has to be tested by time and reason.	<u>Discuss</u> the differences between love and infatuation.	Choices of characteristics chosen to write on bulletin board whether in love or infatuated.
To develop an understanding of the factors involved in a well-rounded attitude toward love.	Real love involves more than physical attraction. Five factors present in a well-rounded attitude toward love are biological impulse, tenderness and affection, comradeship, desire for children, and economic factor.	<u>Compile</u> bulletin board, "In love or Infatuated" of Jack and Jill going up hill. Add characteristics of love and infatuation listed under proper heading.	Analysis of young couple to determine if they are in love or infatuated.
		Analyze a young couple who claim to be in love to see if you really think they are. Use questions from "Check List for Love or Infatuation" from guide. ²	

Teaching Materials:

¹State Board for Vocational Education. Kansas Guide for Homemaking Education. Topeka, Kansas: State Office Building, 1962, p. 147.

²Vermont State Board for Vocational Education. Family Living. Homemaking Education Progress Report, Supplement No. 1. Montpelier, Vermont, 1957, p. 15.

Lesson Problem: What important decisions can be made during the engagement period?

Objectives	Generalizations	Learning Experiences	Situations for Evaluation
To comprehend the purpose of the engagement period.	One of the main purposes of the engagement period is to prepare for greater responsibilities in marriage and family life.	<u>Discuss</u> purpose and importance of engagement period.	Response during discussion.
To recognize the importance of decision making and adjustment during the engagement period.	Sound decisions made during the engagement period can help in later adjustment during marriage.	<u>List</u> important decisions that may be made during engagement period.	Suggestions of important decisions to be made during engagement period.
To realize that behavior during the engagement period may affect happiness in marriage.	The smoother the courtship and engagement the better the chances are for the couple to find happiness in marriage.	<u>Answer</u> "Questions for Review" in text. ¹ <u>Analyze</u> statement, "A broken engagement is better than a bad marriage." <u>Do survey</u> on average length of engagement period of parents in community.	Analysis of statement. Ability to relate length of engagement period of parents to length of period of friends and to analyze results.
Teaching Materials:	Do part V. "How important are these questions on Engagement and Marriage?" by Lorraine Nielsen. ²		

¹Landis and Landis, op. cit., pp. 174-175.

²State Board of Public Instruction. A Guide for Developing a Curriculum in Senior Homemaking. Des Moines, Iowa: Department of Public Instruction, 1961, p. 70.

Lesson Problem: Which marriage laws are important for me to know?

Objectives	Generalizations	Learning Experiences	Situations for Evaluation
To comprehend the purpose of marriage laws.	Marriage laws help to protect the interests of those who marry and of the children who may be born.	<u>Discuss</u> common marriage laws of concern today and the purpose of marriage laws.	Ability to find and report facts to group.
To be familiar with requirements that must be met before marriage.	Getting married usually requires a blood test, a marriage license, a waiting period, and a marriage officiant.	<u>Report</u> on marriage laws and requirements of Kansas and surrounding states.	Comparison of state requirements and laws and questions about reasons for differences.
To understand the purpose of a premarital consultation.	A good premarital consultation may include a physical examination, attention to hereditary diseases, a blood test, a chance for questions about sex in marriage, and perhaps reliable contraceptive information depending on religion.	<u>Discuss</u> requirements for a good premarital consultation. <u>Study</u> Table V, "Marriage Laws" and <u>interpret</u> tables. ¹	Criticism of current laws and requirements. Interpretation of Table.

Teaching Material:

¹Landis and Landis, op. cit., pp. 202-203.

Lesson Problem: What type of wedding would I enjoy most?

Objectives	Generalizations	Learning Experiences	Situations for Evaluation
To comprehend the importance and function of the wedding ceremony.	The type of wedding and the meaning attached may affect the success and lasting quality of marriage.	Discuss "How might the wedding influence the beginning of the marriage?" What is the value of the wedding?	Ability to relate the cost of weddings to the various types and to see the advantages and disadvantages of various types for specific individuals.
To be able to plan a wedding appropriate for suitable economic level and preference of couple.	The cost and plans for weddings depend upon the means and standard of living of the families of the couple.	Identify types of weddings. Discuss advantages and disadvantages of each.	Insight for making plans and preparation for a wedding.
To become familiar with sources that help in planning weddings.	A wedding has to be planned to be effective.	Study mimeographed "Time Table for Bride." Discuss and add other preparations for particular type of wedding.	Judgment of time required or best time to do preparation for wedding.
		Discuss previous preparations that may be made: hope chest, money, job experience, etc.	Ability to analyze two weddings and show creativeness through suggestions to make "low income wedding" effective.
		Analyze weddings that are on different levels of income based on personal experiences and perhaps newspaper clippings. Explain how "lower income" wedding could be made effective through planning.	

Lesson Problem: What is the purpose of the honeymoon? What are the requirements for an enjoyable honeymoon?

Objectives	Generalizations	Learning Experiences	Situations for Evaluation
To understand the purpose and importance of the honeymoon.	The function of the honeymoon is to give a couple the chance to start married life as advantageously as possible without interference.	Discuss the requirements and function for the honeymoon.	Ability to analyze problem and determine cause, then develop a solution to problem.
To realize that enjoyable sex response is a matter of learning and that it grows with the years.	The place for the honeymoon should provide the couple privacy.	Analyze the problem situation of Jim and Jane. What are the problems involved? What is the cause of their problem? How could it be solved?	Written plan of Jim and Jane's honeymoon. Inclusion of requirements discussed in class.
To begin to develop a mature attitude toward marriage and sex.	The honeymoon should be free from rush. Sex response is inhibited by fear and improper attitude but becomes more enjoyable as the couple become secure in their new role of husband and wife.	Complete the plans for Jim and Jane's honeymoon. Explain how they could solve their problem and plan their honeymoon in detail. Describe some specific instances where couple will be adjusting to each other. Example: "Who makes decision on place to stay?"	Suggestions of adjustments couple will be making on honeymoon.

Teaching Material:

1. Evelyn M. Duvall and Reuben Hill, Being Married (Boston: D. C. Heath and Company, 1960), pp. 195-204.

Study pages 195-204 in Being Married.

Lesson Problem: How do the roles of husband and wife today differ from those of years past?

Objectives	Generalizations	Learning Experiences	Situations for Evaluation
To know causes of role changes in past few years.	There will always be minor differences about roles in marriage and these can be worked out as details of living.	Compare roles of grandmothers and grandfathers and roles of husbands and wives today. What are the significant changes? What are recent trends in role concepts today?	Ability to see role changes in recent years.
To become familiar with trends in role concepts today.	Role expectation and role adjustment play a large part in the success of a marriage.	Check sheet on "Who Should Do What Around the House?" in "Family Living" by Duvall. ¹ Compare with someone and discuss reasons for differences and feelings toward tasks.	Results of <u>Marital Roles</u> test.
To show appreciation for the differences between men and women roles.	It is important for a couple to work out a satisfactory role alignment in the early months of marriage.	Take test <u>Marital Roles-2</u> Analyze score on test and determine what conflicts might arise in role alignment after marriage as a result of role shown on test.	Realization that everyone's expectation of the role they will play in marriage is different and that there must be adjustment made.
To realize the importance of proper role alignment.			Ability to interpret TV program or movie and apply interpretation of role alignment to adjustment in marriage.

Objectives	Generalizations	Learning Experiences	Situations for Evaluation
		<p>Watch TV program or movie depicting roles of wife and husband. Explain how the alignment of their roles either made for good or poor adjustment in their marriage.</p>	

Teaching Materials:

1 Evelyn Millis Duvall, Family Living (New York: The MacMillan Company, 1960), p. 273.

2 A Guide for Developing A Curriculum in Senior Homemaking, Des Moines, Iowa: op. cit., pp. 76-77.

Lesson Problems: How can I prepare to meet the responsibilities of marriage?

Objectives	Generalizations	Learning Experiences	Situations for Evaluation
To be aware of the many responsibilities related to marriage.	The wife has many responsibilities to meet in marriage. A successful marriage is developed, it just does not happen.	Complete the check list of "Skills and Abilities." What other tasks do you think the homemaker should be able to do? List other skills and abilities and check them.	Skills and abilities that are checked on check list.
To evaluate present skills and abilities and to begin to develop in areas where weakness was shown.	Development of homemaking skills and abilities before marriage will help in making adjustment in married life.	Make plans to develop 2 skills and 2 abilities which are important in marriage within the next two weeks.	Choice of abilities and skills that are important in marriage.
To gain knowledge that will help one meet the responsibilities of marriage.		Report in writing on progress of development of abilities and skills.	Written report of progress of development of chosen abilities and skills.
		Interview 5 married women to get their views on important skills and abilities for marriage.	Discussion on interviews with married women.

Lesson Problem: What will my role as a wife be?

Objectives	Generalizations	Learning Experiences	Situations for Evaluation
To learn the advantages and disadvantages of the employment of the wife.	Decision about the employment of the wife should be based upon an intelligent understanding of who she is, what she wants, and the problems with which she is confronted.	<u>Read and Study:</u> "The changing role of today's farm wife." ¹ Read also "Women at Work." ²	Points brought out in debate.
To apply in a debate the principles learned about employment of women.	Some common reasons why wives work are: 1. Financial need. 2. Enjoyment of higher standard of living. 3. Demands of professional skills.	<u>Debate:</u> "A Married Woman Should Work Outside the Home." <u>Discuss</u> correct procedures for a debate.	Ability to think fast and to convince audience.
To understand the reasons for employment of women.	Some common problems that may arise when wives work are: 1. No additional income because of expenses. 2. Too much of burden on wife. 3. Husband and children neglected.	<u>Summarize</u> debate and list advantages and disadvantages of women working. <u>Interview</u> working women to find out why they work.	Written report on reasons for women working.
To become familiar with some of the problems of employed women.	4. Effect on husband-wife relationship.		
Teaching materials:			
1 "The Changing Role of Today's Farm Wife," <u>Successful Farming</u> (February, 1964), 67, 75.			
2 "Modern Living Issue: Women at Work," <u>This Week Magazine</u> , February 9, 1964, pp. 1-15.			

Lesson Problem: What are the chief areas of adjustment that can be made to build a successful marriage?

Objectives	Generalizations	Learning Experiences	Situations for Evaluation
To discover the chief areas of adjustments in marriage.	A new marriage is not strong and successful, but it gains strength through mutual understanding, cooperation, communication, and religious faith.	Read excerpt from case study of "Bill and Irene" and answer questions.	Ability to work in buzz sessions.
To respect the value of creative participation and cooperation of each member in making adjustments.	Conflict is normal in any close relationship, therefore it is important to work out differences constructively.	Buzz sessions to plan for role playing in each of the 7 areas of adjustment. Each group present role playing of conflict in particular area. In discussion answer questions about each as in case of "Bill and Irene."	Ability to use creativeness to make up conflict situation in area of adjustment and to role play the situations.
To become willing to make adjustment in everyday life.	If people are willing to make adjustment and accept their responsibility their chances for happiness are greater.		Awareness that there are probably several appropriate adjustments that may be made to most problems.

Teaching Material:

If Florence Hatfield, "Divorce and How to Prevent It," Kansas Vocational Homemaking Bulletin, XXXII (February, 1961), 16.

Lesson Problem: How can I learn to solve some of the serious problems that may arise in marriage?

Objectives	Generalizations	Learning Experiences	Situations for Evaluation
To be aware of serious problems that may arise in marriage.	If we recognize that all people have problems and conflicts and that these are somewhat similar it is easier to face our own.	Discuss the Classification of Family Breakdowns from <u>Being Married</u> by Duvall and Hill.	Understanding of the steps of problem solving.
To be able to cope with these problems should they arise.	Much of the anguish which follows a crisis arises from the shock of the unexpected and the fear that no recovery is possible.	List the steps of adjustment to a major crisis.	Ability to apply steps in problem solving to solve a hypothetical problem.
To apply steps of problem solving to a hypothetical problem.	Recovery from any crisis is possible.	Select a major crisis and explain how the problem presented by it could be solved. Parallel the explanation with the steps of problem solving.	Soundness of solutions for problems.
Teaching Material:		Read magazine article "My Problem and How I Solved It," #19 in Good-housekeeping. Criticize the method used by Helen to solve her problem. Compare her method with problem-solving method we know.	

Duvall and Hill, op. cit., pp. 298-299.

Lesson Problem: Is divorce ever a wise solution to marriage problems?

Objectives	Generalizations	Learning Experiences	Situations for Evaluation
To exhibit understanding of causes of divorce.	The main problem is not to keep people from getting a divorce, but to keep more people from wanting divorce.	Read the case studies of Jean, of Ann and Jim, and of Allan and Carol. ¹	Analysis of case studies.
To become familiar with the purposes of marital guidance.	Better preparation for marriage and family living will help prevent divorces.	Analyze case studies for causes of problem and solutions to problem.	Participation in class discussion and quality of contribution.
To acquire knowledge of ways that divorced persons can reconstruct and readjust after divorce.	If people are able to recognize the common causes of divorce this may help them to prevent divorce.	Discuss case studies in class.	Significance of contribution to bulletin board.
	One of the purposes of marital guidance is to rebuild unhappy marriages into more satisfactory patterns.	Discuss question, "To prevent divorce would it be better to make it more difficult to get a divorce, or to make it more difficult to marry?"	
		Contribute to bulletin board "Chief Factors for Increase in Divorce."	
		Begin discussion of marital guidance.	

Objectives	Generalizations	Learning Experiences	Situations for Evaluation
	<p>Some suggestions for readjusting after divorce are:</p> <ol style="list-style-type: none"> 1. Talk with someone who understands. 2. Develop new skills. 3. Concentrate on professional work. 4. Make new social contacts. 5. Work out a purposeful philosophy of life. 		

Teaching Material:

1. Craig, op. cit., pp. 201-202.

Lesson Problem: How can I become familiar with sources available to give dependable marriage counseling advice?

Objectives	Generalizations	Learning Experiences	Situations for Evaluation
To know what sources are available to give dependable counseling advice.	There are an increasing number of reputable marital counseling agencies to help discordant couples who are unable to handle the conflict in their marriages.	<u>Define</u> marital counseling. What does it include? <u>List</u> the available sources of dependable counseling services and ones in surrounding areas.	Understanding of marital counseling. Familiarity with sources of counseling in surrounding areas.
To be able to recognize good marriage counseling.	A good counseling service promises no quick results, keeps information confidential, discusses fees frankly, uses only trained professional workers, and may be responsible for interpreting the program to community.	<u>Read</u> the case study of Charles and Edna. ¹ <u>List</u> the steps the counselor followed when helping Charles and Edna with their problem. <u>Compare</u> the services of the above counselor with the suggested services that a good counseling service provides. ²	Awareness of a good counseling service.

Teaching Materials:

¹ Evelyn Duvall and Reuben Hill, When You Marry (Boston: D. C. Heath and Company, 1962), pp. 212-214.

² Ibid., p. 215.

Lesson Problem: How can married couples aid in actions that contribute to community welfare?

Objectives	Generalizations	Learning Experiences	Situations for Evaluation
To be aware of the contributions the community makes to families.	Good communities do not just happen, they grow strong through the actions of each individual in them.	<u>Analyze</u> pictures of good and poor community life.	Ability to recognize opportunities to contribute to community welfare.
To be aware of the contributions the family can make to the community.	Every individual's welfare and happiness is dependent on the general welfare and happiness.	<u>List</u> the contributions that your community makes to you. Discuss what contributions we are making to community now. What ones can a couple make?	Written essay and willingness to contribute to community.
	Taking advantage of available community services is one means of increasing real income.	<u>Write an essay on</u> "One Phase of Community Service to Which I Can Contribute."	

Teaching Material:

Irene E. McDermott and Florence Williams Nicholas, Living for Young Moderns (New York: J. B. Lippincott Company, 1956), pp. 328-337.

Lesson Problem: What are some problems and responsibilities that I may face in becoming established in a new community and different home?

Objectives	Generalizations	Learning Experiences	Situations for Evaluation
<p>To realize that much responsibility is necessary for the establishment of a good home and community.</p> <p>To be able to adapt to social pressures and environment with greatest benefit to couple and community.</p>	<p>The establishment of a good home and community requires much individual effort.</p> <p>Homes are the hub of progress in which all that is centrally important is focused.</p> <p>The social group of which you are a part influences your ideas and what you do.</p>	<p><u>Each buzz group list problems</u> that couple will face in new community. Choose one problem and pantomime it in game of charades in class. Class guess problem portrayed. After problem is guessed have group role play problem and their solutions to it.</p> <p>Discuss how young couples can become acquainted in a new community.</p>	<p>Choice of problem of couple in community to present to class.</p> <p>Creativity and ability shown in presenting pantomime.</p> <p>Cooperation of group and the quality of the suggested solutions to the problem.</p>

CHAPTER IV

TEACHING-LEARNING RESULTS

Teaching-learning results for the unit were examined through the use of the "Marriage Situations Analysis" test and the "Watson-Glaser Critical Thinking Appraisal, Form AM."

I. MARRIAGE SITUATIONS ANALYSIS TEST

The "Marriage Situations Analysis" test (MSA) was structured to measure the pupil's ability to think critically about marriage problem situations. The test was administered on a test-retest basis. Three purposes for pretesting adapted by Peterson from Wellington and Wellington apply here:

1. To assess pupils' ability to think critically about family problem situations.
2. To assist pupils to perceive the field of study and its meaning to them.
3. To make pupils aware of problems in the area of study.¹

The test was administered after the completion of the unit for two purposes stressed by Wellington and Wellington and stated by Peterson as:

1. To assess growth in understanding and in ability to think critically about family problem situations.
2. To assess growth in knowledge of subject matter in the unit.²

¹Peterson, op. cit., pp. 128-129.

²Ibid., p. 129.

The grading of the MSA was done by the teacher of the unit after both tests were administered. The pretest did not serve as a guide to the teacher in developing the unit. If the teacher was made aware of pupil responses on the pretest it was felt that she might "teach to the test." Since change in attitudes and gain in skill in problem solving were more important as results of this unit than was total score earned by pupils, the pretest served the three purposes identified above. The teacher constructed an answer sheet containing types of responses for which credit would be given and for which credit would not be given. Thus this decision was made prior to reading the test papers. While it must be admitted that this method of scoring was subjective in nature, it will be obvious to the reader that all responses could not be anticipated. Wellington and Wellington stated:

The scoring of the essay test involves a subjective judgment on the part of the teacher, but the objective test is subjective in the selection of items. All forms of evaluation involve some subjective judgments, and although both kinds can promote thinking, many students and teachers feel that the essay test promotes more critical thought.¹

All pupils earned higher scores on the retest than on the test. The mean improvement on the retest was 9.72 out of a possible 103 points. Raw scores on the test ranged from 54 to 87; on the retest from 59 to 96 (Table I).

"Converted" scores, all based on 100, made for greater ease of comparison between and among test parts than did raw scores. These "converted" test scores ranged from 56 to 90; retest scores ranged from

¹Wellington and Wellington, op. cit., p. 294.

TABLE I
"MARRIAGE SITUATIONS ANALYSIS" - RAW SCORES

Pupil	Test Results					Retest Results					Change					Rank	
	I	II	III	IV	V	Total	I	II	III	IV	V	Total	Score	Group	Test	in	Group
	(15)*	(20)	(8)	(36)	(24)	(103)	(15)	(20)	(8)	(36)	(24)	(103)					
A	8	8	5	29	12	62	10	14	6	22	16	68	+6	16	17		
B	9	15	7	30	17	80	14	17	7	33	19	90	+10	6	5		
C	9	12	4	28	13	66	9	15	6	30	15	75	+9	9	14	15	
D	12	12	8	28	17	77	13	16	8	34	20	91	+14	8	4		
E	6	9	2	27	12	56	1	15	5	28	12	61	+5	18	18		
F	12	11	7	33	19	82	12	18	8	34	20	92	+10	4	3		
G	8	9	3	31	16	67	11	16	5	31	19	82	+15	13	12		
H	11	15	5	27	19	77	13	19	6	29	22	89	+12	8	6		
I	12	16	5	32	19	84	13	15	7	30	22	87	+3	3	8		
J	11	13	5	32	17	78	14	14	8	30	21	87	+9	7	8		
K	10	13	5	29	16	73	9	17	7	31	17	81	+8	11	13		
L	13	17	4	33	18	85	13	20	7	33	21	94	+9	2	2		
M	11	9	6	31	17	74	14	9	8	33	22	86	+12	10	10		
N	11	13	3	25	7	59	11	16	7	32	13	79	+20	17	14		
O	13	15	8	33	21	90	15	19	8	34	23	99	+9	1	1		
P	10	9	4	33	12	68	12	16	8	33	19	88	+20	12	7		
Q	10	9	2	30	15	66	10	13	6	28	18	75	+9	14	15		
R	12	16	3	32	18	81	10	16	7	31	21	85	+4	5	11		
Mean	10.4	12.3	4.8	30.2	15.8	73.6	11.3	15.8	6.9	30.9	18.9	83.8		10.2			

* Numbers in parentheses indicate possible scores.

61 to 99 (Table II). Scores presented in the following discussion of test-retest results refer to raw score points unless otherwise indicated.

Pupils' score changes were considered important in indicating changed pupil behavior; however, analysis of quality of pupil response was noted as a more clear and direct indication of change. There was evidence of growth toward the objectives stated for the unit. Changes noted in the quality of pupil response indicated growth and development in ability to meet and solve problems in a marriage situation.

Appraisal of responses to each part of the "Marriage Situations Analysis" test (MSA) serves to illustrate certain changes in quality and depth of learning.

MSA Part I. Knowledge of Terms

This part of the test was structured to assess pupils' knowledge of terminology in the area of marriage and family. Pupils were to answer true or false to each statement and if false they were to cross out the incorrect word and place the correct word in the blank at the left of the statement.

Ten of the eighteen pupils showed test-retest improvement on Part I, five maintained the same score; three regressed (Table I). The mean score on the test was 10.4 and the mean score on the retest was 11.3. This showed a mean improvement of .9 on the retest. This was true even though five pupils maintained the same score and four pupils regressed.

TABLE II
 "MARRIAGE SITUATIONS ANALYSIS" - SCORES CONVERTED TO PERCENTS

Pupil	Test Scores				Retest Scores				Test-Retest Score Change	
	I	II	III	Total	I	II	III	IV	Total	
A	53	40	63	60	67	70	75	61	67	+ 6
B	60	75	88	78	93	85	88	92	87	+ 9
C	60	60	50	64	60	75	75	83	73	+ 9
D	80	60	100	75	87	80	100	94	88	+13
E	40	45	25	54	07	75	63	78	59	+ 5
F	80	55	88	80	80	90	100	94	83	+ 9
G	53	45	38	65	73	80	63	86	79	+15
H	73	75	63	75	87	95	75	81	92	+11
I	80	80	63	82	87	75	88	83	92	+ 2
J	73	65	63	76	93	70	100	83	84	+ 8
K	67	65	63	71	60	85	88	86	71	+ 8
L	87	85	50	83	87	100	88	92	91	+ 8
M	73	45	75	72	93	45	100	92	83	+11
N	73	65	38	57	73	80	88	89	77	+20
O	87	75	100	87	100	95	100	94	96	+ 9
P	67	45	50	66	80	80	100	92	85	+19
Q	67	45	25	64	67	65	75	78	73	+ 9
R	80	80	38	79	67	80	88	86	83	+ 4
Mean	70	61	60	72	76	79	86	86	81	+9.72

Item 6 "Petting" was missed on both administrations by ten pupils; four pupils answered it correctly both times (Table III). Two pupils improved and two pupils regressed. Item 6 thus appeared to be the most difficult item for the pupils.

Pupil O received the highest test score on Part I and maintained a perfect score on the retest. She ranked first on the DAT,¹ being in the ninety-five percentile on numerical ability and ninety percentile on verbal reasoning.

O responded in class frequently with intelligently phrased questions and answers. She seemed quite interested in this unit and seemed more attentive during it than she had during previous units. She was rather reserved in her relations with the remainder of the class and was not accepted as a leader; however, pupils seemed to respect her contributions to class.

The pupil who rated the lowest on Part I was E. She regressed from the raw score of 6 on the test to 1 on the retest. She maintained the lowest total score on both the test and retest. On the test she wrote an answer for twelve out of fifteen of the questions. On the retest she attempted to answer only two of the questions; one of these was incorrect. Pupil E ranked next to the lowest in the class on the DAT, her percentile on the VR+NA being ten.

It appeared that E did little reading or other preparation for class. She handed in all written assignments that were due. Out of the total thirty-four days during the tests and the presentation of the unit, E missed four days. Two months previous to this time she had missed several days of school to be married. Because major learnings

¹George K. Bennett, Harold G. Seashore, Alexander G. Wesman, Differential Aptitude Tests.

TABLE III
 TEST-RETEST SUCCESS ON PART I,
 KNOWLEDGE OF TERMS "MARRIAGE SITUATIONS ANALYSIS"

ITEM	NUMBER OF PUPILS*			
	Incorrect	Correct		
	Both Times	Both Times	Improved	Regressed
1	00	15	02	01
2	05	11	02	00
3	00	15	02	01
4	00	16	00	02
5	00	11	03	04
6	10	04	02	02
7	02	10	03	03
8	02	13	02	01
9	00	16	00	02
10	08	00	10	00
11	09	04	03	02
12	02	16	00	00
13	00	14	02	02
14	05	08	03	02
15	01	12	04	01

*Eighteen pupils.

in this unit were planned for pupils looking ahead to marriage, pupil E may not have had a high degree of interest in it.

MSA II. Recognition of Problems

This part of the test was structured to assess pupils' ability to identify problems that might arise because of described marriage situations. Pupils were asked to list four problems which might arise because of circumstances presented in each marriage situation.

One of the steps of problem solving is to recognize that a problem exists and another step is to define the problem. It appeared that this part of the test would begin to reveal pupils' ability to recognize and define a problem. Situations described in the five items were intended to be realistic and typical of marriage problems today.

Credit was given for responses which appeared to be relevant to the situations in the test item. The definition for "relevant" in this study was that developed by Peterson.

"Relevant" . . . responses were those which were judged to have close logical relationship with and importance to the matter under consideration or an immediate and direct bearing on the matter at hand.¹

No credit was given if the pupil stated what "should be done", since the purpose of this part of the test was to appraise ability to recognize and define problems only. When similarity between two responses was noted, credit was given for only one response.

¹Peterson, op. cit., p. 146.

In general, pupils showed improvement in ability to recognize problems from the test to the retest. The group mean was raised 3.5 points, from 12.3 to 15.8. Fifteen of the eighteen pupils improved; two pupils maintained the same score; and one pupil regressed. Score improvement ranged from 1 to 7 points. Three pupils improved their scores 7 points each.

Responses of six pupils tended to be incomplete on the test. On the retest all responses were judged "complete" except those made by one pupil. Responses on the retest seemed to be more complete and relevant than on the test.

Pupil L earned a perfect score on Part II of the retest, improving her score 7 points. She maintained the second highest total score on the retest. L appeared to be a sincere pupil and one who showed leadership ability often. The remainder of the pupils respected her judgment and her ability to make rapid progress on her projects. Problems recognized by L tended to relate to awareness of the feelings of both of the couple in one situation and concern for the privacy of a young married couple in another situation. In the situation of a divorced mother with 4 children, L showed concern for the amount of love the girls would receive from their busy mother.

Pupil Q earned the lowest score on Part II of the retest; however, she did improve her score 4 points, from 9 on the test to 13 on the retest. On the test she made 13 responses out of twenty possible, while on the retest she made 18 responses.

She appeared to grow in her ability to recognize problems as evidenced by the following responses to item four:

Item four stated: Ralph and Karen have one child and are expecting another. They were offered an acre of land in a nice neighborhood in a suburb so they bought the land and started building a house. They will have to live in the basement until they can afford to finish the house and they have no neighbors close by. Ralph drives 10 miles to work.

Pupil Q indicated the following problems:

Test: "The one child may get awful lonely without neighbors close by."

Retest: "The one child may get lonely without any neighbors close by."

"They may need two cars."

"Living down in the basement, going up and down the steps may be hard on Karen."

"How big do they want to make the house?"

As can be noted, two of the retest responses related directly to concern about the members of the family. The last response was not as relevant to the situation, but did show that Q was concerned about the time involved to finish the house in relation to the size of it.

Pupil G earned one of the lower scores on the test on Part II, but improved her score 7 points for a score of 16 on the retest. She raised her total score on the retest 15 points over the test score.

Improvement by G in quality of responses from the test to the retest are presented here:

Item two stated: Mrs. Anderson, Bob's mother, lives with Bob and Susie who have just recently been married. Mrs. Anderson is only 48 years old, but she has rather poor health. Bob works during the day so Susie has decided to quit her job to be at home with Mrs. Anderson during the day.

Pupil G responded as follows:

Test: "Can they afford to take care of his mother?"

"Would it be best to put his mother in a rest home?"

"After they have had some children, will their house be big enough?"

"After they had children would their money stretch?"

Retest: "Should they put Bob's mother in a rest home so they won't be tied down all the time?"

"Can Susie afford to quit her job?"

"When they have children will they want a woman of poor health around the children?"

"Bob's mother may interfere in some of their plans and tell them what to do."

In the test, two responses given by G were concerned with money and one with the size of the house. None of the responses showed concern for the personal feeling of the family. In the retest G was aware that there might be some family friction and interference because of problems in the home. She was also concerned about the welfare of the future children.

Learning experiences in the unit applied by pupils to situations given in the retest might have contributed to the changes in quality of the responses of pupils noted on Part II of the MSA.

MSA Part III. Discussion of Problems

The following problem situation was presented:

In June, Kathy and Tom plan to be married. Tom's family is Catholic and Tom attends church and church functions regularly. Kathy's family is Protestant. Her mother is superintendent of the Sunday School and has always insisted that Kathy attend each week although Kathy protests.

Pupils were asked to make plans for Kathy and Tom's discussion of this problem situation.

Section 1. The first part instructed the pupils to list things that Kathy and Tom should discuss. This part was structured to assess the pupils' ability to recognize problems.

The recognition and listing of three problems which would need to be discussed appeared to be a fair expectation. Credit was given for those problems which were considered relevant to the situation defined. If the pupil suggested her own solution for the problem, no credit was given since the purpose of this part of the test was to discover whether pupils could see problems which would need to be discussed.

In responses given by pupils on the test most concern appeared to be for Kathy and Tom. They were concerned with the church the couple would be married in, the church they would attend after marriage, and who, if either, would change his church and join the other's. On the retest the pupils broadened their concern to other members of the family. They were concerned with the parents of Kathy and Tom and the future children.

For example, pupil J responded on the test with:

"Will each keep their religion or will one convert?
If so, who will be the one? What do their families
think? Do they approve or disapprove of the marriage?"

On the retest her concern broadened to the children and the community as follows:

"Who, if either, will change religion? Will their
families approve? How will their children be brought
up? How will they be accepted by the community and
their churches?"

Section 2. Pupils were asked to indicate sources from which information might be obtained to help Kathy and Tom solve their problems. Peterson suggested that the ability to recognize reliable sources of information to help in solving problems is involved in one of the steps of problem solving.¹

Pupils were given full credit here if they suggested two reliable sources. In general, pupils' suggestions appeared to be reliable on both administrations. Two new sources of information were contributed on the retest and twenty-eight more responses were given on the retest than on the test. The gain in number of sources listed may have been a result of discussion and learnings in the unit. The most frequent source mentioned on the test was talking to a clergyman. The second most frequent was mother's and father's advice. On the retest mother's and father's advice was not listed as a source as often as it was on the test. On the retest the second most frequent source mentioned was talking to someone who had a similar experience (Table IV).

Section 3. Pupils were asked to describe how Kathy and Tom might feel about the problem which they faced. As Peterson suggested, it was anticipated that responses in this section would indicate the degree of the pupils' awareness of other individual's feelings in a marriage situation. Also, it was anticipated that responses would reveal pupils' unique methods of interpretation of the feelings of individuals faced by this family problem.²

¹Peterson, op. cit., p. 164-165.

²Ibid., p. 167.

TABLE IV
SOURCES OF INFORMATION SUGGESTED BY
PUPILS TO ASSIST IN SOLVING PROBLEMS*

	Number of Pupils**	
	Suggesting Source	
	Test	Retest
Talking to clergyman	17	17
Mother's or father's advice	11	9
Talking to marriage counselor	6	9
Books on subjects related to the problem	5	9
Someone who has had similar experience	5	11
Talking to friends	2	10
Talking to teacher	0	1
Talking to lawyer	0	3
Total number of sources suggested	46	74

*MSA, Part III, Section 2.

** Eighteen pupils.

On the test it appeared that pupils who were of the Catholic faith had a strong feeling that the couple's problems would be solved if Kathy joined Tom's church. On the retest this feeling was not as apparent.

Pupil D indicated Tom's feelings thus:

Test: "Tom may feel that Kathy is not too strong in her religious beliefs and therefore have her take instruction to see if she wouldn't be interested in the Catholic faith. Tom may feel that each would be happier if they were of the same religion."

Retest: "He too (Tom) may feel that there could and would be in-law problems if Kathy joined his church. He might feel too that if Kathy didn't believe in her teachings that she might be more satisfied with something else."

On the test Pupil D indicated that if Kathy changed religion there would be no problem. On the retest she indicated that she was aware of problems of relationship with the mother and father-in-law. Pupil D appeared to have strong feeling for the Catholic religion. In class discussion she answered several questions that were asked about religion.

In class discussion, the entire class appeared to be extremely interested in the differences between the Catholic and Protestant religion. This discussion and other learning experiences dealing with differences between couples might have led pupils to increased realization on the retest of the effects of this problem on Kathy and Tom.

Section 4. This part of the test was structured to determine pupils' attitude toward solutions of problems. It appears that all problems can be solved even though some are much harder to solve than others. The question was stated: "Do you think this problem can be solved?" One score point was given to the pupil if she answered "yes", while no credit was given if the pupil answered "no". On the test 13 pupils believed that the problem could be solved. On the retest 16 pupils believed that the problem could be solved. This change may have been a result of class discussion about problem solutions.

MSA Part IV. Ability to Analyze Causes of Situations

This part of the test was structured to assess the pupil's ability to identify cause and effect relationships.

Peterson stated:

The ability to analyze causes of situations appears to be basic to the ability to identify problems and to think critically about sources of problem situations, and thus would be a necessary skill for successful problem solving.¹

In this part of the MSA pupils were instructed to indicate the "best" explanations for six described problem situations and to indicate those reasons which were "not the best". Thus, pupils were forced to make a decision about each suggested cause. Directions stated that there might be any number of "best" explanations for each problem situation.

Ten pupils gained on total score from test to retest; four maintained the same score; four regressed. The group mean increased .7 on the second administration of the test. Scores on the test ranged from 25 to 33 out of a possible 36 points. On the retest the range was from 22 to 34. The mean score for pupils on the test was 30.2, while on the retest it was 30.9.

Pupil F maintained a high score. However, she did well on this portion on both administrations and on the total test both times. Her work was commonly above average. On the DAT she ranked third among the group. Her VR+NA percentile was eighty. She was reluctant to respond in class, but was very attentive. When asked a question she usually gave a precise answer.

Pupil N improved the most on Part IV, raising her score 7 points, from 25 to 32. Pupil N ranked very low on the DAT. Her VR+NA percentile

¹Ibid., p. 184.

was 10. She did consistently poor work in home economics class and in her other classes. During the thirty-four days of the unit she missed 7 days. She reported it was necessary to be absent in order to make plans for her wedding to be held in June, after school was out. However, she appeared to be interested in this unit because of its relationship to her own marriage plans. She did reference reading work for each day she was absent, and her earnest effort appeared to give her an improved ability to analyze causes of situations.

MSA Part V. Pertinent Questions

This part of the test was structured to assess the pupils' ability to see aspects of problem situations which would need to be considered before decisions could be made concerning solutions. Pupils were asked to indicate four questions which should be answered before a decision could be made in each problem situation presented.

Peterson stated that the ability to phrase questions to be considered as a problem is solved is basic to the ability to define problems. The ability to apply skill and knowledge to problem situations implies that the pupil can use an abstraction, given an appropriate situation in which no mode of solution is specified.¹

Problem situations developed for this part of the MSA were intended to be realistic and typical of marriage partners today. Credit for responses in this part was given if questions suggested were relevant.

¹Peterson, op. cit., p. 145.

As a group, pupils improved a total of fifty-five points on this part of the MSA, for a mean improvement of 3.1. Sixteen pupils improved and two maintained their scores. The rsw score mean on the test was 15.8, on the retest 18.9 out of a possible score of 24. Range in rsw test scores was 7 to 21; on the retest, 13 to 23.

Responses on Part V tended to be heavily weighted with concern for money and for living quarters. The concern for money may be related to the fact that pupils had studied a unit on consumer education immediately prior to this unit. On the retest pupils responded with less concern for money and more concern for personal feelings of characters involved in the situations. All responses were not phrased as questions, but when questions were implied, credit was given.

Pupil C increased her score from 13 to 15 on Part V. Her total score on the test was 66, while on the retest it was 75. Her NA+VR percentile on the DAT was 10. She ranked fourteenth on the DAT.

Pupil C was a quiet, reserved girl. She made no responses in class unless she was called on. Often she gave no answer for a relatively simple question. Her responses to item 3 of the retest showed her concern for talking over differences and having a stable home.

Item 3: Roger and Belva have known each other since childhood and have been dating steadily for two years. Roger has been drafted into the army and will be leaving for California in 2 months. They cannot decide whether they should become engaged and marry before Roger goes into the service or not. What four questions would Roger and Belva need to consider before making their decision?

Pupil C indicated the following:

Test: "Could they afford it right now?"

"Are they both ready to marry?"

"If he could get a job if he did stay."

Retest: "Would they really have the time to talk their differences out in that short a time?"

"Would the service do him good, and so wait?"

"Wouldn't it be better to wait and have a stable home?"

"Will his job support her?"

On this retest item Pupil C responded with questions that appeared to be more directly related to the problem than on the test. The scope of questions on Part V appeared to broaden to include more concern for a larger number of people.

Pupil I improved her score from test to retest 3 points on Part V. She improved her total score from 84 to 87, an increase of 3 points on the entire test. She showed most improvement on Part V. On the DAT, VR+NA, she ranked sixth in the group, her percentile being 60.

On item 4 she responded with only three questions, on the retest she responded with four.

Item 4: Peggy and John are planning to be married in June after they graduate from college. Peggy wants a large church wedding so that all of their friends and relatives can be invited. John insists on a small wedding. What four questions will Peggy and John need to consider before they decide which type of wedding to have?

Pupil I responded as follows:

Test: "Whether or not they can afford a large wedding."

"They may be able to compromise by having a medium sized wedding, or they can see why each one of them wants the type of wedding that they insist upon."

"Whether Peggy wants to invite all these people just to say she had a big wedding or because she really wants all these people invited because they are friends."

Retest: "What type of wedding they can afford."

"Which one they will both be satisfied with."

"The time they will have to plan the wedding."

"What type of wedding their folks would like them to have since they may be helping to pay for part of the wedding."

On the retest Pupil I was concerned with the couple's parents. She also indicated that both Peggy and John should be satisfied with the wedding. The retest responses appeared to show concern for more people. Concern for realities, such as cost of wedding and time to plan, are also evidenced on the retest. Pupil I responded in class frequently. She appeared to be quite concerned about marriage. She indicated that since she was not engaged, she felt that it might be too late for her to find someone to marry.

Pupil B, however, appeared to be concerned about marriage preparation since she was engaged to be married in June. She was a serious-minded student. She put much effort into her assignments and appeared to be disappointed if she did not make high grades. She displayed leadership ability and seemed to be well liked by her classmates.

Pupil B maintained her score on Part V. Responses given on both administrations showed a certain degree of understanding of problem situations. For example:

Item 2: Jackie's parents disapprove of her dating Leslie so steadily. Jackie has asked for her parents' consent to marry Leslie but they refused her. Jackie is a senior in high school and Leslie is a sophomore at college. They are seriously considering a secret marriage in another state that does not require parents' consent. What four questions would Jackie and Leslie have to answer before they decide whether they should marry secretly or not?

Pupil B indicated the following questions:

Test: "Does she really love him enough to marry him?"

"Is she doing it just out of spite against her parents?"

"Will her parents ever accept them after they are secretly married?"

"Will the run away marriage make her parents dislike Leslie for it?"

Retest: "Will they both finish their schooling?"

"Will Jackie's parents ever accept their marriage?"

"Jackie should ask her parents first why they do not approve of Leslie and her being married."

"Will this secret marriage solve their problems or will it cause other difficulties?"

On the test all questions were directly concerned with Jackie and her parents. Three of the responses indicated concern for her parents. On the retest she showed concern for Leslie when she asked if they would both finish their schooling. She was also aware on the retest that the secret marriage might cause difficulties instead of solving problems. However, Pupil B did not receive credit for her third response on the retest, since this did not satisfy the requirements of this portion of the test.

These examples and other responses written by pupils on Part V appeared to indicate increased pupil awareness of problems of marriage partners and concern for feelings of individuals in these family situations.

In general, as measured by the "Marriage Situations Analysis" test, pupils improved in knowledge of terms, recognition of problems, ability to analyze causes of situations and ability to distinguish pertinent questions in problem situations.

Other teaching-learning results that were examined are those from class participation and written work. Responses from daily class discussion and written work were collected and analyzed to help determine pupil growth toward objectives.

II. WATSON-GLASER CRITICAL THINKING APPRAISAL

The "Critical Thinking Appraisal" was designed to provide problems and situations which require the application of some of the important abilities involved in critical thinking. Watson and Glaser stated that items on the test are mostly of a realistic type, involving problems, statements, arguments, and interpretation of data similar to those which a citizen in a democracy might encounter in his daily life as he works, reads the newspaper, hears speeches or participates in discussions on various issues. Watson and Glaser indicated that:

The test results may be useful in evaluating a highly significant portion of the total local curriculum. The ability to think critically has long been recognized as a desirable educational objective--in fact, a major goal of

instruction. If the local course of study aims to provide for educational experiences which will develop the ability to think critically, then the test may furnish some objective evidence as the extent of the desired growth on the part of the students.¹

The "Watson-Glaser Critical Thinking Appraisal, Form AM" was administered immediately before and after the unit in the study. The results of the retest showed a group mean loss of 2.5 points (Appendix D). There appeared to be no direct relationship between the ability of the pupils as shown on the DAT and the improvement or regression shown on the "Critical Thinking Appraisal" retest. For example, Pupil F ranked third on the DAT, but only one girl regressed more than she on the Watson-Glaser test. Pupil C ranked fourteenth on the DAT, but made the most improvement on the retest.

Regression noted by the group might have been due in part to pupils' increased desire to improve on the second test, although the teacher was careful not to stress that improvement in test scores was of major importance.

It is possible that group regression on the "Critical Thinking Appraisal" was due to the short amount of time (five weeks) between test and retest. Pupils showed improvement in critical thinking on the "Marriage Situations Analysis" test, probably due in part to the fact that all learnings in the unit dealt with the area of subject matter included in the test. The "Critical Thinking Appraisal" does

¹Goodwin Watson and E. M. Glaser, Watson-Glaser Critical Thinking Appraisal Manual, p. 2.

not deal with an area of subject matter, but measures general thinking skill. A more extensive period of teaching-learning for critical thinking might be required to show improvement in this skill on a pencil and paper test.

CHAPTER V

SUMMARY AND RECOMMENDATIONS

Effective thinking and the ability to solve problems can contribute to stability, security, and happiness for both the individual and society. The ability to think and to solve problems does not come naturally. It must be developed by the individual. The teacher plays a significant part in this development. The problem solving process involves critical thinking used by the individual to find his way out of a perplexing situation. The problem solving method can be useful when teaching pupils to apply their learnings, to help them think and to help them solve their own problems.

I. SUMMARY

Statement of Problem

The purposes in this study were:

1. To develop a unit in marriage and family living based on identified needs of a group of twelfth grade pupils.
2. To provide learning experiences that allowed pupils to develop problem solving skills.
3. To evaluate learning results.

These purposes were carried out through:

1. Careful investigation of pupil needs in the family living area and the more specific marriage and family area, plus investigation of the individual needs of the twelfth grade pupils in the study.
2. Development of a unit entitled "When You Marry," planned and taught with emphasis on problem solving as the means through which learning occurred.
3. Evaluation of the quality of this learning by available standardized tests and by a pencil and paper test developed by the investigator.

Procedure

A review of literature was made in relation to the importance of problem solving and its application in development of a family living unit. The twelfth grade pupils in the group were studied through observations, reports, and the Differential Aptitude Test and needs of these pupils in the area of marriage and family living were stated.

The unit, "When You Marry," was developed around these needs, objectives for the unit were determined through the use of a two-dimensional chart, and lesson problems based on pupil needs were developed to meet the objectives for the unit. Problem solving learning experiences were incorporated. Recognized objectives, generalizations, learning experiences, and situations for evaluation were included for each lesson problem.

A "Marriage Situations Analysis" test, developed by the investigator to assess pupil growth in ability to think critically

about marriage problem situations, was administered before and after the unit was taught. The "Watson-Glaser Critical Thinking Appraisal, Form AM" was administered before and after the unit to measure change in certain aspects of critical thinking abilities of pupils.

Major Findings

1. There was evidence of pupil growth toward objectives of the unit.

Understanding evidenced by pupils and their ability to use the processes of problem solving dealing with marriage situations provided evidence of pupil growth toward attainment of unit objectives. Responses to the "Marriage Situations Analysis" test and to daily work provided evidence of increased ability to think critically in problem situations.

2. Test-retest results on "Marriage Situations Analysis" indicated pupil gain in ability to use the processes of problem solving.

As measured by the "Marriage Situations Analysis" test, pupils gained in knowledge of terms, recognition of problems, ability to analyze causes of situations and ability to distinguish pertinent questions in problem situations. All of the pupils in the group of eighteen showed improvement on test-retest results. There was a mean gain on all parts of the test.

3. Pupils expressed awareness of importance of the unit for their development and growth.

Observations of pupil behaviors, test results, and daily work provided evidence that pupils were more interested and attentive during

this unit than during previous units. It appeared that each individual felt that the unit was meeting many of her particular needs. Pupils stated that learnings in this unit seemed realistic to them and they gained knowledge they felt they could use in the future.

4. The teacher of the unit achieved a degree of satisfaction in her teaching not felt before.

The development and teaching of this unit and evaluation of learning results provided a stimulating learning experience for the teacher. Test results, pupil responses and daily work attested to pupil growth, thus providing satisfaction for the teacher.

5. A small decrease in mean score was noted on the "Watson-Glaser Critical Thinking Appraisal, Form AM."

On the "Watson-Glaser Critical Thinking Appraisal" there was a group mean loss from test to retest of 2.5 score points. Regression noted by the group might have been due in part to pupils' increased desire to improve on the second test, although the teacher was careful not to stress that improvement in test scores was of major importance.

II. RECOMMENDATIONS

The following recommendations are made as a result of this study:

1. Teachers who seek to assist pupils in development of thinking skills needed for successful problem solving might base their planning on the pupils' needs and problems. Learning experiences in the classroom can deal with solving problems beyond the acquiring of information only.

2. The problem solving approach can be used effectively by the home economics teacher in areas other than family living. The problem solving approach is readily adaptive to all home economics content areas. Learning experiences based on problem solving might be used in foods, clothing, consumer economics, child development, housing, and home management.

3. The problem solving approach can be used earlier in the lives of the pupils. If high school pupils were familiar with skills needed for problem solving, their ability to do critical thinking probably could be developed more fully in high school.

4. It appeared that the marriage and family unit taught in this study might have been more meaningful and appropriate earlier in the high school curriculum. Of the eighteen girls in the class, three were married and four were engaged. Certain lessons were perhaps not as meaningful for those who were married or engaged. If this type of unit had been available in previous years several pupils might have found learnings helpful as major decisions were made.

5. It appeared that time for more individualized learning experiences in the unit would have been beneficial to each pupil. Individual problems, identified by pupils, might have made learning experiences even more meaningful than they were.

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APPENDICES

APPENDIX A

RESOURCES FOR UNIT "WHEN YOU MARRY"

BOOKS IN HOME ECONOMICS ROOM

Craig, Hazel Thompson. Thresholds to Adult Living.

Duval, Evelyn Millis. Family Development.

_____. Family Living.

Duval, Evelyn M. and Reuben Hill. Being Married.

_____. When You Marry.

Landis, Judson T. and Mary G. Landis. Personal Adjustment, Marriage and Family Living.

Landis, Paul H. Your Marriage and Family Living.

McDermott, Irene E. and Florence Williams Nicholas. Living for Young Moderns.

Peterson, Eleanor M. Successful Living.

REFERENCE MATERIALSSRA PUBLICATIONS

Adams. Looking Ahead to Marriage.

Cosgrove-Josey. About Marriage and You.

Jenkins. A Guide for Family Living.

Kirkendall-Osborne. Understanding the Other Sex.

Neugarten. Becoming Men and Women.

Seashore-Van Dusen. How to Solve Your Problems.

Shanner. A Guide to Logical Thinking.

Smith. Building Your Philosophy of Life.

PUBLIC AFFAIRS PAMPHLETS

Duvall. Building Your Marriage.

_____. Saving Your Marriage.

Kirkendall. Too Young to Marry?

Mace. What Is Marriage Counseling?

MAGAZINES

Practical Home Economics

Co-ed

Good Housekeeping

Better Homes and Gardens

Seventeen

APPENDIX B

This is a test of your ability to think critically about family problem situations. There are five parts to this test.

Your teacher will go through the directions with you. If you have a question about what to do, ask it now. No questions will be answered after the test begins. Follow the directions carefully. Do exactly what is asked of you.

Do not spend too much time on any one part. Come back to it later if you wish. You may have as much time as you need to write this test.

PART 1-KNOWLEDGE OF TERMS

If the statement is true, write "True" in the blank at the left of the statement. If the statement is not true, cross out the one word or phrase that makes the statement incorrect and write the proper substitute in the blank to make it true. No word which is underlined may be changed.

EXAMPLE:

_____ Two people who have dissimilar backgrounds have a good chance for happiness in marriage.

- _____ 1. One of the first steps of the involvement in a boy and girl relationship is called coquetry.
- _____ 2. Puppy love is an example of infatuation and both are associated with maturity.
- _____ 3. Maturity, which is a process of achieving mastery over one's urges, is expressed through self-integration.
- _____ 4. During the engagement period the moral behavior of a couple will have an effect on their later happiness in life.
- _____ 5. Intimacy is expressed through feelings of tenderness and moral obligation to another person.

- _____ 6. In courtship experience, necking involves the more intimate forms of erotic stimulation of those parts of the body covered by clothing.
- _____ 7. The tendency of two people who have dissimilar social traits to marry is called homogamy.
- _____ 8. Premarital refers to any condition or situation that takes place after marriage.
- _____ 9. Congeniality involves enjoyment of common interests and development of interests to include activities and projects that are meaningful to others.
- _____ 10. Sympathy refers to the ability to put oneself in another person's shoes and to correctly predict that person's feelings.
- _____ 11. Humor twists and storytelling are two conciliatory devices that may be used in a marriage to avoid serious conflict.
- _____ 12. Traditional parents tend to interfere with their married children, while developmental parents adopt a "hands off" policy.
- _____ 13. Infidelity in a marriage suggests that one of the couple has not found in the relationship the satisfaction of his basic needs.

- _____ 14. If a couple are incompatible this means that they are capable of living together harmoniously.
- _____ 15. In Protestant-Catholic marriages performed by a priest both parties are, at the present time, required to sign an anti-nuptial agreement that states the children must be brought up in the Catholic faith.

PART 2-RECOGNITION OF PROBLEMS

Read the information about each situation. This is all you know about the situation. List as many as four problems which might have to be solved in each case because of the situation described. If you cannot think of four problems, write as many as you can.

1. Rebecca and Dean are seniors in high school. Dean plans to attend college in the fall after he graduates. He now has a part-time job to make money for his schooling. The couple became engaged in December and are planning to be married in June, two weeks after high school graduation.

Problems

1.

2.

3.

4.

2. Mrs. Anderson, Bob's mother, lives with Bob and Susie who have just recently been married. Mrs. Anderson is only 48 years old, but she has rather poor health. Bob works during the day so Susie has decided to quit her job to be at home with Mrs. Anderson during the day.

Problems

- 1.
- 2.
- 3.
- 4.

3. Jim earns a small salary and Joan has been offered her former job with a higher salary than Jim's. She would work 8 hours a day, 5 days a week and spend 2 hours going and coming. Since Joan has had little experience with a budget and does not see how Jim's small salary will provide for them, she decides to take the job.

Problems

- 1.
 - 2.
 - 3.
 - 4.
-

4. Ralph and Karen have one child and are expecting another. They were offered an acre of land in a nice neighborhood in a suburb so they bought the land and started building a house. They will have to live in the basement until they can afford to finish the house and they have no neighbors close by. Ralph drives 10 miles to work.

Problems

- 1.
 - 2.
 - 3.
 - 4.
-

5. Donna has just obtained a divorce from George. She has 4 girls, aged 11, 10, 8, and 2 1/2 years. George is to pay Donna \$50 a month alimony which is just enough money to cover the house payment. He received the family car. Donna plans to work part-time to support herself and her four girls.

Problems

- 1.
 - 2.
 - 3.
 - 4.
-

PART 3-DISCUSSION OF PROBLEMS

Kathy and Tom have decided to sit down and discuss the following problem situation.

Problem situation: In June, Kathy and Tom plan to be married. Tom's family is Catholic and Tom attends church and church functions regularly. Kathy's family is Protestant. Her mother is superintendent of the Sunday School and has always insisted that Kathy go to Sunday School each week although Kathy protests.

1. What things should Kathy and Tom discuss?

2. Where might they get information to help in making decisions about how to solve the problem?

3. How might Kathy and Tom each feel about this problem?

Kathy

Tom

4. Do you think this problem can be solved? Why or why not?

PART 4-ABILITY TO ANALYZE CAUSES OF SITUATIONS

What are the best explanations of the causes for the situations described below? Mark (X) those reasons which are the best explanations. Mark (O) those items which are not the best reasons. There may be any number of best explanations in each question.

1. Sarah has been dating both Alan and Fred for some time now and she feels that she likes them both. Fred has asked Sarah to marry him, but she feels that although she likes him a lot she cannot give up Alan.

- () 1. Sarah is not mature enough to marry.
 - () 2. Sarah is in love with Fred but does not know it because love is blind.
 - () 3. By dating both Alan and Fred, Sarah has become confused.
 - () 4. Fred is trying to rush Sarah into marriage because he is jealous of Alan.
 - () 5. Sarah does not want to choose between Alan and Fred because each of them give her attention that she needs for a feeling of security.
 - () 6. Sarah is afraid of marriage because of her previous experiences with men.
-

2. Elaine and Doug have been going steady for two years. They are both seniors in high school now and Doug has asked Elaine to marry him before school is out. Elaine's parents have told her she cannot marry Doug before school is out.

- () 1. Elaine's parents don't like Doug.
 - () 2. Elaine's parents think she may quit school if she is married.
 - () 3. Elaine's parents feel that she is not mature enough to make a decision as important as this one.
 - () 4. Doug is being considerate of Elaine because she wants to marry soon.
 - () 5. Elaine's parents are helping her to make her own decisions about when to marry.
 - () 6. Doug and Elaine do not know each other well enough to consider marriage.
-

3. Vera and Joe dated for 3 months before becoming engaged 2 ago. When she accepted his ring she thought she was deeply in love with him, but since their engagement they have had 2 major arguments. Also Vera has found out that Joe has several faults that she had not known about before. Vera is worried now because she thinks she does not love Joe.

- () 1. No one is perfect. Vera must accept some of Joe's faults.
 - () 2. Joe is deceitful because he has been trying to hide his faults.
 - () 3. The engagement period is a time when a couple can become better acquainted with each other.
 - () 4. Arguments are common and can be used to help settle differences.
 - () 5. Vera is not in love because she sees Joe's faults.
 - () 6. Vera and Joe's short acquaintanceship did not permit them to know much about each other's habits before they became engaged.
-

4. Martha and Bill get along well and have few arguments. Martha shows interest in Bill's job and he helps her with dishes in the evenings.

- () 1. Instead of fighting Martha and Bill talk things over together.
 - () 2. Some people just do not have problems.
 - () 3. Martha is showing interest in Bill's work to bribe him into doing the dishes.
 - () 4. Since Martha understands Bill's work and knows his income she is better able to budget and to keep peace in the family.
 - () 5. Companionship is an important part of any marriage.
 - () 6. Bill is henpecked or he wouldn't do "sissy work" like drying dishes.
-

5. Jerry has gone to Marion to bowl with two former college buddies. He has not seen them for 2 years. So, Sandra is home with her parents on her and her husband Jerry's first wedding anniversary.

- () 1. Jerry is not considerate of Sandra.
 - () 2. Sandra is jealous because Jerry and the boys may be around other women.
 - () 3. Jerry is mad so he is doing this for spite.
 - () 4. This may be the only night Jerry and his buddies could be together for some time.
 - () 5. There has been an understanding and the anniversary will be celebrated later.
 - () 6. Sandra is still immature and needs to take her problems to her mother.
-

6. John and Carolyn have asked their friends, Ralph and Mary Jane, to go bowling with them on Saturday evening. Ralph accepted without first consulting Mary Jane. When Mary Jane learns of the acceptance she refuses to go.

- () 1. Mary Jane refused to go because she is jealous of Carolyn.
 - () 2. Ralph is inconsiderate of Mary Jane and her plans.
 - () 3. Mary Jane does not like to bowl with Carolyn because Carolyn is a better bowler than she is.
 - () 4. Mary Jane and Ralph do not have common interests.
 - () 5. Mary Jane is hurt because Ralph did not consult her before accepting.
 - () 6. Ralph accepted before consulting Mary Jane because he was afraid she would not go otherwise.
-

PART 5--PERTINENT QUESTIONS

Write four questions which should be answered before a decision can be made in each of the problem situations described below.

1. Alvin is a handsome man 35 years old and he is still living with his parents in their elaborate mansion in Eastborough. He has dated many girls and has always had all of the money that he desires. Marian is a 26-year-old school teacher who has had few dates during her lifetime. She lives in a furnished apartment but visits her parents on their farm frequently. Alvin has asked Marian to go steady with him. What four questions does Marian need to consider before making her decision?

1.

2.

3.

4.

2. Jackie's parents disapprove of her dating Leslie so steadily. Jackie has asked for her parents' consent to marry Leslie but they refused her. Jackie is a senior in high school and Leslie is a sophomore at college. They are seriously considering a secret marriage in another state that does not require parents' consent. What four questions would Jackie and Leslie have to answer before they decide whether they should marry secretly or not?

1.

2.

3.

4.

3. Roger and Belva have known each other since childhood and have been dating steadily for two years. Roger has been drafted into the army and will be leaving for California in 2 months. They cannot decide whether they should become engaged and marry before Roger goes into the service or not. What four questions would Roger and Belva need to consider before making their decision?

1.

2.

3.

4.

4. Peggy and John are planning to be married in June after they graduate from college. Peggy wants a large church wedding so that all of their friends and relatives can be invited. John insists on a small wedding. What four questions will Peggy and John need to consider before they decide which type of wedding to have?

- 1.
 - 2.
 - 3.
 - 4.
-

5. Jane and Grant, who live in Kansas, are engaged to be married soon and are planning their honeymoon. They are trying to decide where they should go. They have dreamed of going to Hawaii, but have also considered Colorado. What four questions would Jane and Grant have to answer before completing their honeymoon plans?

- 1.
 - 2.
 - 3.
 - 4.
-

6. Alfred received his college degree just before he and Marge were married, and he plans to study for his medical degree. Marge has just graduated from high school. She would like to go to college, but would need to work part time. If she decided not to go to college, she could get a full-time job at an office and earn a good salary. What four questions would Marge have to answer before deciding whether to go to college or to work full time?

1.

2.

3.

4.

APPENDIX C

PUPIL DATA SHEET

Pupil	No. of Siblings	Differential Aptitude Test										1st Semester Averages										Days Absent in Unit
		Verbal Reason Raw Score	Verbal Reason Pct	Numerical Ability Raw Score	Numerical Ability Pct	Verbal Reason Raw Score	Verbal Reason Pct	VR + NA Raw Score	VR + NA Pct	Rank In Group	Home Econ. IV	Constitution	Office Practice	Sociology	Bookkeeping	Shorthand	English IV	Occupations	English III	Spanish I	Am. History	
A*	10	5	1	11	25	16	3	18	3	18	C+	C-	C-	D								4
B*	3	27	50	20	55	47	50	50	50	14	B	B	A-	B-		B-						5
C	2	8	3	18	50	26	10	10	10	14	C-	C	B+	B-								2
D	11	28	50	23	65	51	60	60	60	6	B	B+	B		B-							3
E*	3	16	15	6	10	22	10	17	10	17	D+	D-										4
F*	3	33	70	28	80	61	80	3	3	3	A-	B+	B			B	D+	C-	D+			4
G	4	16	20	13	30	29	25	12	12	12	C+	C-	B-	C								3
H**	3	30	60	24	70	54	65	5	5	5	Transfer student	Transfer student	Transfer student	---			grades not available					0
I	3	30	60	21	60	51	75	6	6	6	B-	B-	C+	B								4
J	1	30	60	29	85	59	75	4	4	4	B-	B-	B+									2
K	1	14	10	14	35	28	15	13	13	13	#	C-	B					A-				1
L	8	38	85	33	95	71	95	2	2	2	B+	B+	B					B+				1
M	2	29	55	17	45	46	50	9	9	9	B+	B+	A									1
N*	5	15	15	9	15	24	10	16	10	16	C-	C-		F				A				1
O	1	41	90	34	95	75	95	1	1	1	B-	B							D-			7
P	1	27	50	15	35	42	40	10	10	10	C-	C-	C+	C				A-				0
Q	5	9	3	25	75	34	30	11	11	11	B-	C-	C	C-								3
R**	1	17	15	8	15	25	10	15	10	15	B-	C	B									5

* Engaged pupils.

** Married pupils.

Was not enrolled in Home Economics first semester.

APPENDIX D

TABLE
RAW SCORES ON "WATSON-GLASER CRITICAL THINKING APPRAISAL", FORM AM

P.	Test Results										Retest Results										Score Change	
	Inference	Assump- tions	Deduction	I : (20)	II : (16)	III : (25)	IV : (24)	V : (14)	Total (99) Score %		Inference	Assump- tions	Deduction	I : (20)	II : (16)	III : (25)	IV : (24)	V : (14)	Total (99) Score %		Score Change	
Number of Correct Answers										Number of Correct Answers												
A	5	9	16	16	8	54	53			5	11	11	10	11	11	11	10	7	44	19	-10	
B	11	13	15	12	10	61	74			11	14	16	15	11	14	16	15	11	67	86	+6	
C	7	7	14	5	8	41	11			10	10	16	11	11	10	16	11	7	54	53	+13	
D	9	14	17	18	9	67	86			13	12	18	12	10	12	18	12	10	65	83	-2	
E	4	8	16	14	8	50	39			9	8	15	16	15	10	16	10	10	58	66	+8	
F	11	15	23	19	11	79	99			12	13	15	12	12	13	15	12	12	64	81	-15	
G	8	9	14	18	9	58	66			5	6	15	8	15	6	15	8	9	43	16	+3	
H	7	12	21	19	12	71	91			11	13	21	17	11	13	21	17	12	74	95	+3	
I	8	12	15	13	11	59	69			10	12	15	14	12	12	15	14	11	62	77	+3	
J	12	14	19	18	14	77	98			11	13	18	18	13	13	18	18	13	73	93	-4	
K	9	10	19	16	5	59	69			7	8	15	17	11	13	15	17	11	58	66	-1	
L	17	14	17	10	12	70	90			15	13	17	14	11	13	17	14	11	70	90	0	
M	13	14	16	16	9	68	88			13	13	15	15	13	13	15	15	10	66	85	-2	
N	10	11	16	14	11	62	77			5	6	16	13	6	16	13	4	44	44	19	-18	
O	7	14	18	14	12	65	83			12	14	16	15	16	14	16	15	13	70	90	+5	
P	10	13	22	15	7	67	86			11	13	18	9	11	13	18	9	11	62	77	-5	
Q	10	9	12	15	8	54	53			8	13	14	12	13	13	14	12	8	55	56	+1	
R	7	12	18	18	8	63	79			8	12	12	12	12	12	12	12	5	49	35	-14	
Mean	9.2	11.7	17.1	15.0	9.6	62.5	72.8			9.8	11.3	15.7	13.3	9.7	59.5						-2.50	

* Numbers in parentheses indicate possible scores.

EMPHASIS ON PROBLEM SOLVING IN A MARRIAGE AND
FAMILY RELATIONSHIP UNIT AT TWELFTH GRADE LEVEL

by

BETTY ANNE WHEAT BEVAN

B. S., Emporia State Teachers College, 1958

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MASTER OF SCIENCE

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Effective problem solving and thinking can contribute to the stability and security of life for both the individual and society. The problem solving process involves critical thinking used by the individual to find his way out of a perplexing situation. The problem solving method can be important in helping pupils to think and to solve their own problems now and in the future.

The purposes in this study were:

1. To develop a unit in marriage and family living based on identified needs of a group of twelfth grade pupils.
2. To provide learning experiences that allowed pupils to develop problem solving skills.
3. To evaluate learning results.

These purposes were carried out through:

1. Careful investigation of pupil needs in the family living area and the more specific marriage and family area, plus investigation of the individual needs of the twelfth grade pupils in the study.
2. Development of a unit entitled "When You Marry" planned and taught with emphasis on problem solving as the means through which learning occurred.
3. Evaluation of the quality of this learning by an available standardized test and by a pencil and paper test developed by the investigator.

In this study the investigator and the teacher of the unit are the same individual. This study was based on and patterned after

one completed by Peterson in 1962 at the University of Wisconsin with the author's permission.

A review of literature was made in relation to the importance of problem solving and its implications for a family living unit. A study of the twelfth grade pupils in the group was made through observations, reports, and the Differential Aptitude Test, and needs of these pupils were identified.

The unit, "When You Marry," was developed around these needs, objectives for the unit were determined through the use of a two-dimensional chart, and lesson problems based on pupil needs were developed to meet the objectives for the unit. Problem solving learning experiences were incorporated. Recognized objectives, generalizations, learning experiences, and situations for evaluation were included for each lesson problem.

The "Marriage Situations Analysis" test (MSA), developed by the investigator to assess pupil growth in ability to think critically about marriage problem situations, was administered before and after the unit was taught. The "Watson-Glaser Critical Thinking Appraisal, Form AM" was administered before and after the unit to indicate change in certain aspects of critical thinking ability.

Major findings were as follows:

1. There was evidence of pupil growth toward objectives of the unit. Understandings evidenced by pupils and their ability to use the processes of problem solving dealing with marriage situations provided evidence of pupil growth toward attainment of unit objectives. Responses

to the MSA and to daily work provided evidence of increased ability to think critically in problem situations included in the unit and in the test.

2. Test-retest results on the MSA indicated pupil gain in ability to use the processes of problem solving. As measured by the test, pupils gained in knowledge of terms, recognition of problems, ability to analyze causes of situations and ability to distinguish pertinent questions in problem situations.

3. Pupils expressed awareness of importance of the unit for their development and growth. Observations of pupil behaviors, test results, and daily work provided evidence that pupils were more interested and attentive during this unit than during previous units.

4. The teacher of the unit achieved a degree of satisfaction in her teaching not felt before. The development and teaching of this unit and evaluation of learning results provided a stimulating learning experience for the teacher. Test results, pupil responses and daily work attested to pupil growth, thus providing satisfaction for the teacher.

5. A small decrease in mean score was noted on the "Watson-Glaser Critical Thinking Appraisal, Form AM."